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ABSTRACT

This report for the 1982-83 academic year at Eastern Kentucky University was organized to serve both as the annual report from the Office of Educational Research and Evaluation and as a resource document for the National Council for Accreditation of Teacher Education visitation team. Descriptions are given of the evaluation methods used and of the sequence in which they were administered. Information is provided on: (1) evaluation of entry students, testing procedures, and types of tests given; (2) demographic data on undergraduate students; (3) evaluation of degree and/or of competency examinations; (5) administration of the National Teachers Examination; (6) evaluation of teacher effectiveness; (7) instruments and procedures for evaluation of programs for educating exceptional children; (8) questionnaires used for follow-up surveys of graduates; (9) evaluation of graduates and advanced programs; (10) evaluation of results to improve basic programs; and (11) long-range planning for instituting computer literacy programs and for future evaluations. (JD)

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ANNUAL REPORT
1983-84
OFFICE OF EDUCATIONAL RESEARCH AND EVALUATION
NCATE ORGANIZATION

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ACKNOWLEDGEMENTS

This report for the 1982-83 academic year was organized to serve both as the annual report from the Office of Educational Research and Evaluation and as a resource document for the NCATE visitation team.

Although the Office of Educational Research and Evaluation serves as the central administrative unit for the College of Education, the information summarized in this report can be attributed to a multiplicity of Eastern's faculty and staff.

We are especially grateful to the personnel in the Office of Institutional Research for their help and cooperation during the scoring of tests, coordinating the administration of the National Teachers Examination, and providing ACT and GRE scores essential to our data bank.

The staff in both the Administrative and Academic Computing Offices continued to provide valuable key-punching and consultant services necessary for data analysis.

Cooperation and services provided by the Office of Student Services, College of Education, were essential to the statistics reported in this document.

Not only did the Chairs of the College's academic departments support the activities necessary for data collection, but they also analyzed reports for evidence of needed program modifications. Although all faculty members of their departments contributed to the evaluative process, we are especially indebted to the NCATE faculty members responsible for this section concerned with evaluation. Their names are, therefore, listed in the front of this report.

The person, however, who deserves a special acknowledgement is Mrs. Paula Keyser, secretary, Office of Educational Research and Evaluation. We all appreciate the conscientious services she provides.

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6.0-G 6.0 EVALUATION, PROGRAM REVIEW, AND PLANNING

Evaluation, program review, and planning are considered to be continuous processes which begin when students are identified as possible candidates for a teacher education program and are responsibilities that are continued beyond completion of inservice experiences. This report, therefore, combines content concerned with both basic and advanced programs.

Antecedents

On December 6 and 7, 1976 an evaluation steering committee of the College of Education met with Dr. Charles E. Johnson, Professor of Education, University of Georgia, to recommend specifications for program evaluation at the college level. A complete copy of his report is filed in the Office of Educational Research and Evaluation (OERE). The following suggestions were adopted with some modification as a result of that early planning conference:

1. There will be a person in charge of program evaluation (Implemented, Fall-1980).
2. There will be five program evaluation divisions established in the college. (Three major divisions were established with units within each division).
3. There will be a program evaluation director for each college sponsored teacher education program. (Each division selected a program evaluation committee who elected their chairs; communicators were identified for each of the programs and courses within each program).
4. There will be an Advisory Committee to serve the Program Evaluation Component. (A College Evaluation Committee was formed).
5. Data Sources (Listing of generic and specific competencies and development of evaluation instruments were suggested under data sources).
6. Data Analysis (No specific recommendations were suggested).
7. Feedback and Revisions (Dr. Johnson summarized that: "It was clearly the objective from the beginning of all discussions that the underlying reason for program evaluation or product evaluation was so that feedback could be utilized in the revision of programs.")

During the spring of 1977 competency examinations were developed as identified later in this report and first administered in the spring of 1978. The competency examinations, National Teachers Examination, and the follow-up procedures were coordinated by the Office of Student Services until the fall of 1980 when the Office of Educational Research and Evaluation was established with the former coordinator of competency examinations and present director as the administrator. As summarized in the 1980-81 OERE report, data were analyzed for basic skill-personality tests utilized by the admission to teacher education committee as well as data from the National Teachers Examination, competency examinations, demographic information, follow-up questionnaires, grade point averages, and ACT scores.

Beginning with the fall 1981 admissions group, an extensive data bank was established and long-ranged plans for a 7 year follow-up of those 1981-82 teacher-education majors who were enrolled in their first orientation to education courses at Eastern. The OERE report for the 1981-82 academic year includes a summary of those "beginning" students and also contains information concerned with the other sources of evaluation instruments.

Since effectiveness of criteria for admission and retention should be evaluated as they relate to program evaluation and later to inservice conditions, admissions information from objective instruments is provided here.

6.1 EVALUATION OF GRADUATES

Basic Skills Tests

Research indicates that admission criteria have the greatest relationship to the quality of teacher education programs. The College of Education has, therefore, developed an extensive screening process to assure the profession that every student has the basic skills and personality factors needed to become successful educators.

In order to compare Eastern's beginning students with national and state norms, the Stanford Test of Academic Skills (TASK), 1982, Level 2, Form E was adopted for the 1982-83 group. The TASK was selected by the Basic Skills Test Committee since it provided measures of the necessary basic skills in one battery, was recently normed, provided norms for grades 12 and 13, and the administration times were reasonable. The Degrees of Reading Power (DRP) test, the Minnesota Multiphasic Personality Inventory and the Personality Screening Inventory were also employed at that time for evaluation purposes. Validity studies were conducted by comparing Eastern's students with "Average" County High School seniors on the TASK English test, by administering the DRP to Eastern's seniors who were enrolled in student teaching, and by researching the relationship between the MMPI and PSI.

Stanford Test of Academic Skills

The Stanford Test of Academic Skills (TASK) Form E, Level 2 (1982) was administered by the Director during six (6) evening sessions and four (4) afternoon sessions. Several students with scheduling difficulties completed the tests individually in Combs 433.

There were 553 students enrolled in EDF 102-300 during the 1982-83 academic year who completed one or more of the evaluation instruments. As can be seen in Table 1, the equivalent percentiles for all areas were above the grade 12 national norm average (50th percentile). The fact that the grade 12 norms are higher than grade 13 was investigated by communicating with the Psychological Corporation. They were also puzzled by the fact that grade 13 norms were more similar to their grade 10 norms. No explanations were given except that the grade 13 norms had been developed from 2 year colleges rather than 4 year institutions.

During the fall 1982 semester, the grade 13 norms were used for identifying students who were required to remediate their below average scores. Low skill areas can be remediated by attending individually scheduled tutoring sessions at the campus Learning Laboratory and/or by enrolling in formally scheduled courses. The campus academic departments for English and Mathematics organize special "developmental" courses for remediation of students with identified weaknesses. The Learning Laboratory offers two levels of college reading improvement courses. The areas, minimum scores, and courses can be seen in Figure 1. Grade 12 norms were used the spring semester since the norms were higher and, therefore, a higher quality standard as indicated above. As can be seen in Table 2, 11 percent of the students were required to improve their computation-concepts abilities, 6 percent reading and 4 percent English grammar.

Table 3 shows the mean basic skill raw scores for each of the three major areas and for those students who did not identify their majors. As in the past years, the secondary education majors had higher mean scores in all basic skills. The difference is especially noticable in math computation-concepts.

Figure 1

Courses Organized for Remediation

Area	Scores	Developmental Course
Comprehension	0-21	GSL 090 Reading Proficiency
Comprehension	22-31	GSL 112 College Reading
Vocabulary	0-13	GSL 090 Reading Proficiency
Vocabulary	14-20	GSL 112 College Reading
English	0-21	ENG 090 Basic Writing
English	22-28	ENG 101x Developmental English Composition
Mathematics	0-18	MAT 090 Basic Mathematics

In order to estimate the number of students and mean scores of each certification area, Table 4 is provided. The reader should consider the relatively low number of students in some areas when comparing mean scores. Although not shown in Table 4, there was an increase of math students from 12 for the 1981-82 group to 31 for this 1982-83 group, although the total number of students decreased from 607 to the present 553.

Degrees of Reading Power Test

The Degrees of Reading Power Test (DRP), distributed by the College Board, was administered in cooperation with Dr. Earl Rankin, Professor of Educational Psychology, University of Kentucky.

During the Fall 1982 semester, 276 Eastern students completed the DRP and other tests while enrolled in their first orientation to education course (EDF 102-300). Their mean raw score was 55.74 correct, which is equivalent to a readability level (DRP Unit) of 73 (most college textbooks have a readability level of 70-75). The mean of the DRP Units was 77.2. There were 45 students (16.30%) whose scores fell below the recommended raw score of 51 for admission to teacher education programs.

The statistical report from Dr. Rankin indicated that 294 Eastern students completed the DRP with a mean unit level of 77.1. The discrep-

Table 1

TASK Mean Raw Scores and Percentiles by Basic Skill Areas

Area	N	Mean Raw Score	Grade 12.0 Percentile	Grade 13.0 Percentile
Grammar	540	42.02	64	72
Math	541	32.13	58	71
Comprehension	540	43.51	68	77
Vocabulary	292*	31.42	59	68

*Not administered Spring semester

Table 2

Minimum Basic Skills Raw Scores and Number of 1982-83 Students Below Criteria Levels of Stanford Test of Academic Achievement

Area	Total N	Minimum	N Below	Percent Below
Grammar	540	29	22	4.07
Math	541	19	60	11.09
Comprehension	540	34	34	6.30

Table 3

Mean Basic Skill Raw Scores By Major Areas

Area	N	Grammar	Math	Comprehension
Elementary	178	41.84	30.52	43.32
Special Ed.	72	41.43	29.33	42.51
Secondary	206	42.90	35.18	44.17
Undecided	85	40.74	30.51	43.13

Table 4

TASK Mean Raw Scores and Number of Students by Certification Areas

Area	N	Grammar	Math	Comprehension
Art-Elementary	3	44.00	30.33	41.33
Elementary-Gen.	106	41.95	31.16	43.59
Kindergarten	73	41.93	30.04	43.70
Music-Elementary	5	41.00	29.00	44.75
P.E.-Elementary	9	35.11	25.11	37.00
Learn. Beh. Dis.	23	41.87	29.39	42.87
Train. Men. Hand.	15	39.07	26.27	42.57
Commun. Disorders	12	43.33	27.25	42.41
Hearing Impaired	13	42.00	32.15	41.23
Accounting	1	49.00	25.00	45.00
Accounting-Gen.	4	39.50	34.25	44.00
Agriculture	2	38.50	34.00	46.00
Art-Secondary	9	41.11	29.44	45.33
Biology	24	44.67	39.24	45.83
Chemistry	3	46.00	43.33	45.66
Dramatics	2	43.00	32.00	47.50
Earth Science	3	44.67	40.00	45.00
Economics-Soc.	1	33.00	40.00	39.00
English	12	47.58	30.92	46.50
French	1	51.00	34.00	43.00
Gen. Business	3	38.33	27.00	37.33
Gen. Bus.-Sec.	8	43.12	29.38	42.63
German	2	48.50	42.50	47.50
Health	1	31.00	22.00	38.00
History	18	42.11	33.90	44.00
History-Pol. Sci.	6	43.00	31.00	41.67
Home Economics	8	45.37	33.62	42.87
Industrial Ed.	17	40.77	34.65	44.00
Mathematics	31	45.52	42.97	46.61
Music	6	47.67	38.33	46.50
Physical Education	34	37.70	29.33	41.41
Physics	3	41.33	43.67	45.33
Political Science	3	47.33	39.40	45.00
Psychology	7	45.86	40.57	48.28
Secretarial Prac.	1	51.00	33.00	46.00
Sociology	3	38.33	29.33	39.33
Spanish	1	48.00	34.00	50.00
Undecided	69	40.82	30.52	43.00

ancy between the 276 students reported above and Rankin's 294 was the result of our not including students in Eastern's sample who had not completed one or more other admission tests.

The reader should be aware of the fact that converting raw scores to DRP Units and computing the mean for the DRP Units will indicate higher DRP Unit means than would result from computing means of raw scores and then converting that mean to an equivalent DRP Unit.

A comparison of DRP raw scores and the reading comprehension scores of the Stanford Test of Academic Skills (TASK), 1982, showed a correlation coefficient of .81. The correlation between vocabulary and DRP was .79. The relationship between the DRP and TASK grammar was also relatively high, .73.

The DRP was administered during the Spring 1983 semester to the Eastern seniors who were enrolled in the Fundamental classes immediately preceeding student teaching. As can be seen in Table 5, the students had a mean number correct of 57.87, which is equivalent to a DRP Unit of 77. There were 14 students (6%) whose scores were below the recommended level (51) for admission to a teacher education program. The largest percentage (21%) of student scores below level were physical education majors.

Since Form A or B of the DRP was administered to the seniors according to their certification areas, a comparison of mean scores for the two forms would not be valid.

A comparison of the mean scores of the two groups showed that the EDF 102-300 students had a mean raw score of 55.74 (DRP Unit 73), and the seniors 57.87 (DRP Unit 77).

Analysis of the total number of students for 1982-83 indicated that the 521 students who completed the DRP test as part of the study had a

Table 5

Degrees of Reading Power Test Mean Raw Scores and Corresponding Readability Levels of Eastern Kentucky University Student Teachers Spring, 1983

Area	N	Form	Mean Raw Score	Mean Level	N Below RS 51	% Below RS 51
Art Education	6	A	58.00	77	0	0
Communication Dis.	10	B	59.60	83	0	0
Eng. & For. Lang.	13	B	60.69	88	0	0
Gen. Elementary	37	A	56.73	75	5	13
Home Ec. & Ind.	19	A	58.42	77	0	0
Kindergarten	46	B	59.17	80	1	.02
Math & Science	10	B	62.00	95	0	0
Music	8	B	57.63	77	1	12
Phy. Ed. & Health	29	A	53.90	70	6	21
Social Sciences	11	B	60.27	83	0	0
Special Education	25	A	57.72	77	1	4
Hearing Impaired	16	B	58.69	80	0	0
Form A	116	A	56.21	73	12	10
Form B	113	B	59.57	83	2	2
Overall	229		57.87	77	14	6

mean DRP raw score of 56.11 and a unit mean of 77.57, which was slightly higher than scores for the fall semester only.

Since the DRP test indicates greater validity than the TASK for identifying students who may have reading comprehension problems, its continued use will be considered for future admission groups. Its use, however, will be dependent upon the recommendation of the Kentucky Council on Teacher Education and Certification.

Comparison of "Average" County and Eastern Students

In order to evaluate the validity of the TASK English test and to compare raw scores and item analysis data between Eastern's students and an "average" high school group of seniors, the test was administered at "Average" County High School during the end of the 1983 academic year.

The "Average" County sample included 185 students who were seniors in the academic school year 1982-83 at "Average" County High School. The students who participated in this study had been grouped in levels of ability and placed in English classes according to the criteria established by the English department at the high school. The criteria for placement included achievement test scores, the "Average" County English test scores, teacher evaluations, degrees of motivation, and past performance in class.

According to the ACT High School Profile Report for 154 students tested in the 1981-82 school year at "Average" County High School, out of 154 students tested, 46 percent were satisfied with the quality of instruction. The typical student had an ACT composite score of 18.0 (group mean), which is slightly below the national average of 18.4. The range of scores for the English battery of the ACT was a high of 30 and a low of 3. The greatest number of students scored 19, followed by scores of 18, 15, 23, and 22 respectively.

The type of curriculum followed by students reflected a change in the English score. Students who followed a business-commercial curriculum scored an average of 17; students who followed a vocational-occupational program scored an average of 12.7; and students who followed a college-preparatory format scored an average of 20. In expressing adequacy of education, 20 percent of the vocational-occupation group rated instruction as below average compared with 5 percent of the business-commercial group and only 3 percent of the college-preparatory group. These findings seem to indicate that students following a college-preparatory curriculum in high school are better prepared for college than those students following other curricula.

Procedures

The English subtest of the Stanford Test of Academic Skills (Level 2, Form E, 1981) was administered to the subjects in this study. This particular test has 54 items including study skills, pronunciation guides, English expression, grammar, punctuation, capitalization, and paragraph organization. Fall norms are provided for grades 8 through grade 13.

High School Administration

During the last week of February, 1983, the high school students were given the English test in their English classes. All classes had completed a study of grammar the preceding semester. The test was administered by the teacher of the class. Each of the three teachers followed the same instructions concerning time limits and directions.

Eastern Administration

During the third week of the Fall 1982 and the Spring 1983 semesters, the Eastern students who were enrolled in EDF 102-300 were administered the English test by R. L. Byrne. Two groups of approximately 100 in each attended a late afternoon (3:30 p.m.) or early evening (6 p.m.) session each semester in the Grise Auditorium. The remaining students who did not attend one of the larger sessions completed the test in makeup sessions. Standardized administration procedures concerning time limits and directions were followed.

Results

Shown in Table 6 are the TASK mean raw scores for the English section of the test. It can be observed that the Eastern students had a mean of 41.59 (Fall) and 42.28 (Spring). The "Average" County total group had a mean raw score of 36.64 which was significantly lower (.01 level) than either the Fall or Spring Eastern groups.

Item Analysis

In order to compare specific test items among the various groups, the difficulty index shown in Table 7 is provided. The difficulty index was computed by adding the number of students in the top third of the test responding correctly to the number of students in the bottom third responding correctly and dividing the sum by the total number of students in both sections. The resultant statistic approximates the percentage of correct responses for the particular item.

Table 7 shows that the "Average" County High School seniors scored a higher percentage correct on only items numbered 21 and 40. Since there are 54 items on the English test, Eastern students scored higher on 96 percent of the items than did the "average" high school seniors. The

Table 6

TASK English Scores of "Average" County High School Seniors Compared With Eastern Kentucky University Freshmen

Group	N	Variance	Mean	Percentage Mean	Grade 12 Percentile	t
AHS Total	135	95.07	36.64	67.86	45	
EKU F-82	291	47.75	41.59	77.02	64	*6.03
EKU Sp.-83	246	57.58	42.28	78.30	64	*6.56

*Significant beyond .01 level.

Table 7

Difficulty Index Item Analysis of Eastern Students and "Average" County High School Seniors

Item	EKU	AHS	Item	EKU	AHS	Item	EKU	AHS
1	91	88	19	67	64	37	89	81
2	82	81	20	93	79	38	60	35
3	70	61	21	76	79	39	87	62
4	74	51	22	82	65	40	56	57
5	87	67	23	61	47	41	92	76
6	56	51	24	94	88	42	58	40
7	95	82	25	89	85	43	92	88
8	81	70	26	[illegible]	72	44	89	83
9	85	74	27	79	64	45	80	71
10	79	74	28	54	40	46	84	69
11	80	59	29	46	41	47	94	83
12	64	51	30	76	63	48	80	67
13	95	90	31	88	77	49	60	59
14	84	77	32	90	78	50	59	55
15	89	81	33	55	52	51	81	70
16	82	77	34	69	56	52	68	61
17	74	64	35	86	80	53	67	62
18	73	60	36	74	47	54	64	60

reader may be interested in knowing that item 21 is concerned with selection of the best sentence for expressing a main idea and item 40 examines agreement between subject and verb. It may also be observed that item 29 was missed most often by both groups. That particular item also examines the ability to identify correct subject-verb agreement.

This research was concerned with comparing an "average" high school group of seniors and Eastern's group of students who would be applying for admission to teacher education programs. The results of the study indicates that our majors had scores significantly above those of the "average" high school group on knowledge of basic English. Since they had a mean percentage correct of 77.26, however, they need improvement in several areas. We will test this group at the beginning of their secondary methods courses or elementary course for the teaching of reading and language arts. Remedial instruction, in addition to that given to those below minimum levels, will be required as needed.

The results from this study were communicated to the "Average" County High School English teachers, to Eastern's Learning Laboratory, and to the academic English department at Eastern. The English department's chair and coordinator of English composition met with their faculty to discuss various aspects of the study. They have recommended that more attention be placed on the basic skills identified and that the initial screening criteria for placement in English composition classes be reviewed. Information from this study and others stimulated a reorganization of the campus resources for academic remediation under one administrative unit. Since the Learning Laboratory will coordinate all remedial activities in the future, following up our "problem" students and communicating with one unit for remediation should be easier. We will continue, however, to retest our problem students for basic skills and monitor the growth of all of our majors until their graduation.

Speech and Hearing Screening

In addition to the above tests given, a speech and hearing screening is provided to all students enrolled in EDF 102-300 through the University's Speech-Language-Hearing Clinic on campus. Speech screening emphasizes proficiency in skills of articulation, oral language, vocal quality, and fluency. Hearing screening determines auditory acuity of frequencies within the speech range. Students identified as having possible disorders in speech and/or hearing are referred to the Clinic for a complete in-depth evaluation of the deficit area. Remediation, if indicated, is recommended at the completion of the evaluation. Therapeutic speech and/or hearing services are provided free-of-charge to students in need of this assistance. Students may also seek assistance from private practitioners if they so desire. The screening results and any therapeutic service provided by the Clinic is communicated to the Director of Student Services and is later considered by the Admission to Teacher Education Committee when admitting students into the Teacher Education Program. A flow-chart which reflects this screening/treatment procedure can be found in Figure 2.

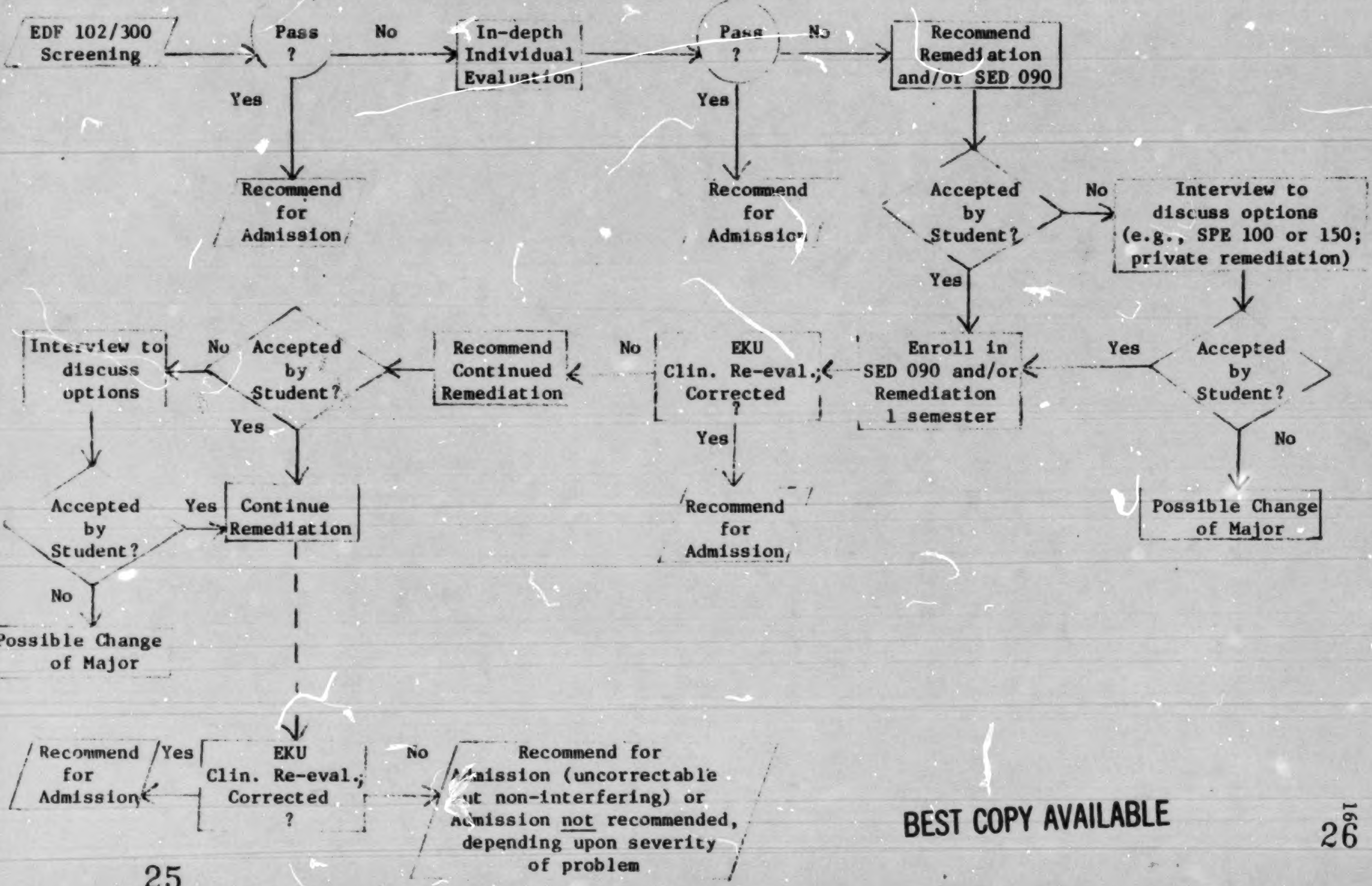
A remedial course, Speech Improvement (SED 090), is offered through the Department of Special Education's Communication Disorders Program. This course is designed to address deficiencies in oral language skills (e.g., voice projection, vocal abuse/misuse, grammar, clarity) as identified through the screening procedure indicated above, as well as by individual faculty members or by the students themselves. In this course the importance of teachers as speech models is stressed; characteristics of standard English usage are included; and techniques for application of

Figure 2

EASTERN KENTUCKY UNIVERSITY

COLLEGE OF EDUCATION (EDF 102-300) STUDENTS

Speech and Hearing Screening/Remediation Clinical Procedure for Admission to Teacher Education


EDF 102/300 Screening
Pass ?
No
Yes
Recommend for Admission
In-depth Individual Evaluation
Pass ?
No
Yes
Recommend for Admission
Recommend Remediation and/or SED 090
Accepted by Student?
No
Interview to discuss options (e.g., SPE 100 or 150; private remediation)
Yes
Accepted by Student?
Yes
No
Possible Change of Major
Enroll in SED 090 and/or Remediation 1 semester
EKU Clin. Re-eval., Corrected ?
Yes
Recommend for Admission
No
Recommend Continued Remediation
Accepted by Student?
No
Interview to discuss options
Accepted by Student?
No
Possible Change of Major
Yes
Yes
Continue Remediation
EKU Clin. Re-eval., Corrected ?
Yes
Recommend for Admission
No
Recommend for Admission (uncorrectable but non-interfering) or Admission not recommended, depending upon severity of problem

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effective speech, communication, and listening skills are provided. These definitions are not regarded as "disorders" of communication, however, concurrent enrollment in speech therapy may be required of some individual students who possess articulation, fluency, voice, or other communicative problems.

Personality Evaluation

The major purpose of personality evaluation is to identify students who may have adjustment problems that, if not corrected, could handicap their performance as preservice and/or inservice educators. Recommendations from professors and advisors, as well as individual interviews, are considered when evaluating personality factors.

Presently the objective psychological analysis of teacher program applicants is implemented through use of the Minnesota Multiphasic Personality Inventory (MMPI). This practice has been in effect for several years, although the implementation process has been somewhat altered. Beginning in 1978 and continuing through spring 1980, the EKU Counseling Center, under the direction of Dr. Calvin Tolar, assisted the College of Education by administering the MMPI and then evaluating those students whose profiles suggested potential problems in the teaching profession.

The process changed shortly after Dr. Robert Byrne assumed the position of Director of OERE for the College of Education in the fall, 1980. After this time, the College of Education assumed responsibility for administering the MMPI. Mayo Clinic Interpretive Reports were utilized for screening. From Fall 1980 through Summer 1983 the following procedures were in effect:

(a) Prospective teacher education students completed the MMPI.
(b) Answer sheets were mailed to National Computer Systems, which return an MMPI Mayo Clinic Interpretive Report for each answer sheet.
(c) Students were identified whose interpretive profiles suggest further psychiatric evaluation.
(d) Students were notified that results of their testing are "inconclusive" and were referred to the Counseling Center for further evaluation. They were required to provide proof that they have made an appointment, but no counseling can be required.

It should also be noted that, while the college cannot require students to engage in counseling, it does file relevant information in separate files maintained in the Office of Educational Research and Evaluation. In the instance of those students whose profiles indicate they may have potential problems teaching, their files include: (1) a copy of the MMPI profile; (2) a copy of the letter forwarded them requesting an interview at the Counseling Center; (3) a copy of the form verification that the student made an appointment with the Counseling Center and (4) the pink attention slip that had been placed in the permanent file in the Office of Student Services. In 1981-82 twenty-two students were identified and referred to the counseling center; in 1982-83 twelve students were identified and referred. Follow-up studies of those students are being conducted.

One additional change instituted in the Fall 1982 and Spring 1983 was the administration of the Personality Screening Inventory (PSI) along with the MMPI. The purpose of the additional test administration was to determine validity for a shorter and potentially more convenient instrument (the PSI).

Students were informed of the purpose for the tests and confidentiality was assured. They were also informed that they could arrange to be interviewed and evaluated at the Campus Counseling Center in lieu of completing the MMPI at that time. Only 2 students, however, of the 533 students selected to schedule interviews. Special report forms were given to them with instructions to have a copy signed by the Counseling Center indicating interviews had been scheduled.

The MMPI was scored and interpretive reports generated by the National Computer Systems; the PSI was scored on campus. The PSI was scored by adapting an "all negative" total score key according to the discrimination index. The MMPI interpretive reports were utilized for referral to the Counseling Center. All profiles that the report recommended additional psychological evaluation and/or questioned the validity of the profile were coded for further evaluation by the Admissions Committee and the Counseling Center. There were 14 students in this group who were required to schedule individual conferences for additional personality follow up.

The results of the research concerned with the PSI and MMPI were presented at the November, 1983 meeting of the Mid-South Educational Research Association meeting and were submitted to the Journal of Consulting Psychology for publication. The study indicated high correlations between the two instruments, and that the PSI, if necessary, could replace the MMPI as an inventory to help identify students with potential adjustment problems.

In the fall 1983, one minor change was enacted. The College had previously paid for the Mayo Clinic Interpretive Scoring Reports at a cost of $3.00 per student. However, beginning in fall 1983 the Mayo Clinic reports were no longer available. Consequently, the student profiles are presently examined by qualified representatives within the college. Those profiles indicating potential difficulties are forwarded to National Computing Services for a Minnesota interpretive report. Those students whose interpretive reports indicate suggestions for additional evaluation arereferred to the Counseling Center.

Demographic Data

Demographic data and curriculum information were collected by requesting students to respond to a questionnaire at the end of the Generic Competency Examination. This information provides indications of trends and is valuable for long-range planning.

Undergraduate

As can be seen in Table 8, 73.27 percent of the undergraduate student teachers were female, a larger percentage of students experienced their student teaching in grades 1-3 (35.42%) as compared to those in grades 9-12 (26.69%). The majority of the students had GPA's between 2.8 and 3.1 (32.93%) and were between 18 and 22 years of age (70.48%). A relatively large percentage of students (48.64%) transferred credits to Eastern. It may also be noted that 14.80 percent of the students who transferred credits to Eastern transferred more than 61 hours. Of the students who transferred credits to Eastern, the largest percentage (34.36) were transferred from a Kentucky community college.

Comparisons between demographic data of the 1981-82 and the 1982-83 groups indicate a trend toward fewer older students (23 and over) who begin their education at another institution and then transfer credits, and also a trend towards seeking positions in the elementary rather than secondary schools.

The percentage of undergraduate students who graduated from high schools located in various geographical areas is shown in Figure 3. It can be observed that the largest percentage of students (42.32%) were from Zone 1, the south-eastern section of Kentucky. This is an increase of approxi-

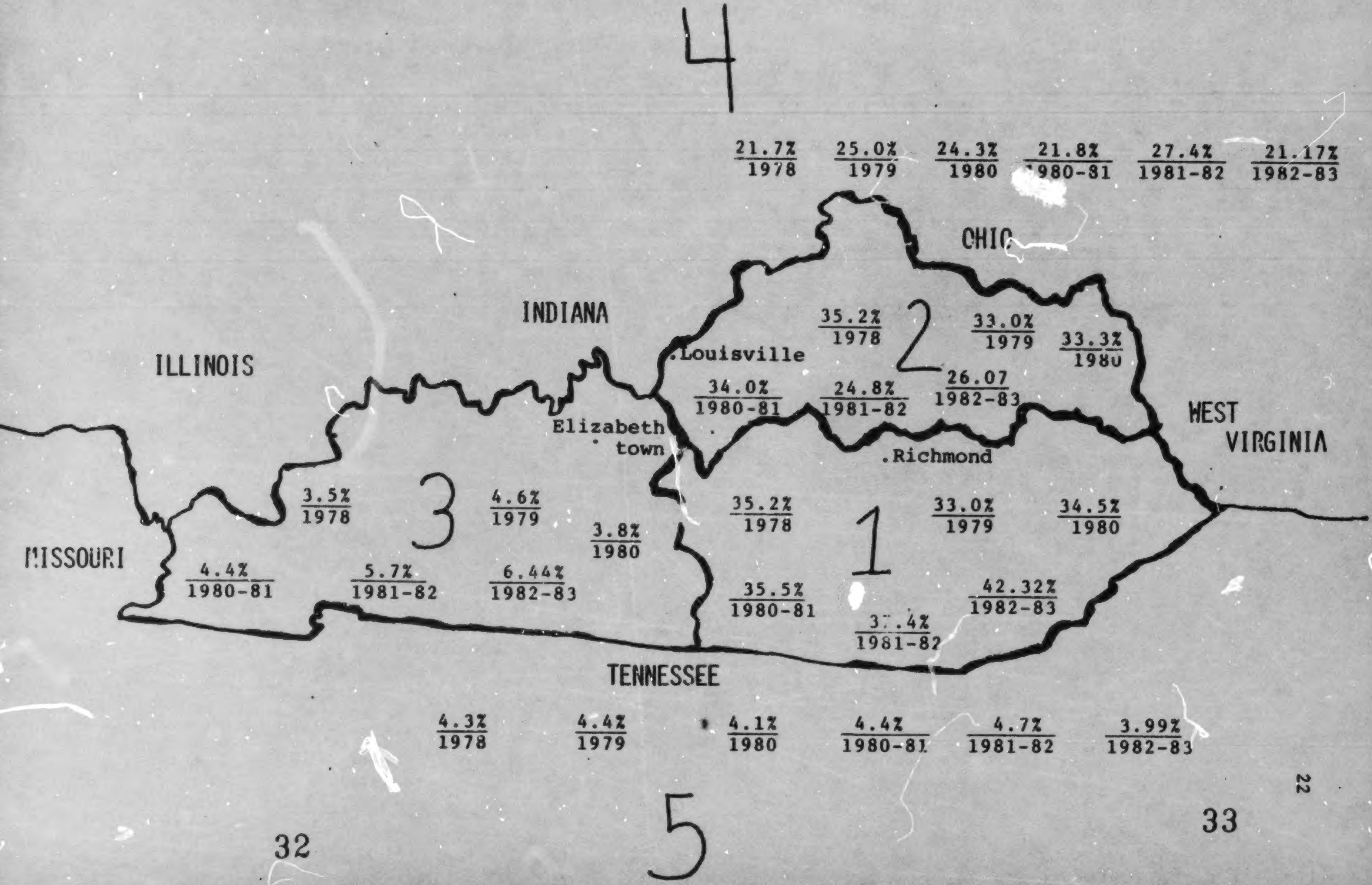
Table 8

Undergraduate Demographic Data
Three Hundred Thirty-Nine Respondents
1982-83 Academic Year

Characteristic	Percent	Characteristic	Percent
Sex		Point Average	
Female	73.27	2.0 - 2.3	5.14
Male	26.73	2.4 - 2.7	22.66
		2.8 - 3.1	32.93
Student Teaching		3.2 - 3.5	22.66
Levels 1-3	35.28	3.5 - 4.0	16.62
4-6	19.94		
7-8	16.87	Age	
9-12	26.69	18-22	70.48
		23-26	18.68
Position Desired		27-30	5.42
Elementary	35.42	30+	5.42
Librarian	1.82		
Counselor	.46	Hours Transferred (48.64)	
Private, Etc.	2.78	None	51.36
P.E., Public	7.63	1-15	15.71
Spec. Ed.	12.96	16-32	8.16
Sec. Classroom	24.77	33-60	9.97
P.E.-Non Ed.	1.39	61 +	14.80
Allied Health	1.16		
Other	11.57	Institution Type	
		KY Community	36.36
		Outside KY	23.93
		KY 4-yr. state	20.86
		KY 2-yr. private	11.04
		KY 4-yr. private	9.82

FIGURE 3

EDUCATION MAJORS LOCATION
OF PRECOLLEGE SCHOOL ATTENDANCE


4
21.7% / 1978
25.0% / 1979
24.3% / 1980
21.8% / 1980-81
27.4% / 1981-82
21.17% / 1982-83
OHIO
INDIANA
ILLINOIS
MISSOURI
WEST VIRGINIA
TENNESSEE
.Louisville
Elizabeth town
.Richmond
2
35.2% / 1978
33.0% / 1979
33.3% / 1980
34.0% / 1980-81
24.8% / 1981-82
26.07 / 1982-83
3
3.5% / 1978
4.6% / 1979
3.8% / 1980
4.4% / 1980-81
5.7% / 1981-82
6.44% / 1982-83
1
35.2% / 1978
33.0% / 1979
34.5% / 1980
35.5% / 1980-81
37.4% / 1981-82
42.32% / 1982-83
4.3% / 1978
4.4% / 1979
4.1% / 1980
4.4% / 1980-81
4.7% / 1981-82
3.99% / 1982-83
5

mately 5 percent over the 1981-82 class. There was a decrease of approximately 6 percent from the out-of-state areas north of Kentucky. Based on previous data, it is assumed that the majority of those students had graduated from an Ohio high school.

Program Evaluation

Evaluation of degree and/or certification programs for undergraduates is conducted at different levels by means of a variety of procedures and measurement instruments.

At Level I, the classroom level, every instructor administers objective and/or subjective instruments for evaluating student acheivement. Many of these instructors utilize the computerized item analysis services provided by the University. All instructors are required to inform their students in writing by the second class meeting concerning the procedures to be employed and the criteria applied for determining grades. Course syllabi on file in the offices of the academic departments also identify the minimum evaluation procedures for each course.

University regulations require student evaluation of faculty effectiveness by means of an objective questionnaire and an instrument for listing subjective comments. The student evaluation of faculty instruments are administered by a student or a colleague of the instructor who seals the completed instruments in an envelope for computer item analysis and study by the department chairperson before being returned to the instructor.

Individual professors can, therefore, improve their instructional practices or change emphasis according to student input from several sources.

The pre-service program level is considered to be Level II. Appropriate alumni/faculty committees identified competencies specific to programs, and competency examinations (multiple choice instruments) were developed. The undergraduate competency examinations include from 2-10 different instruments for each of the various programs. The students are required to participate in the evaluation process by taking examinations developed from the foundation areas, fundamentals-methods-student teaching block, and the appropriate specific area of concentration.

The Director of the OERE meets with the faculty by departments or programs each academic year in order to discuss the difficulty index of the examination items. Questions missed by more than 60 percent of the students are evaluated for content validity and option discrimination. If the question seems to be appropriate to the competency evaluated, programs and/or course contents are changed or additional experiences are emphasized.

College level evaluation (Level III) includes the National Teachers Examination administered and funded by the College of Education. All teacher education majors are required to take the NTE during their student teaching semester. Norms from the NTE provide means of evaluating students' knowledge of general and specific educational information according to national norms and also provide input for validity studies of the competency examination. College level evaluation also includes evaluation of the student teaching experience. As stated later in this report, a valid and objective measure of teacher effectiveness is and will probably continue to be difficult to identify.

Level IV is considered to be the inservice level. At the time of completing the competency examinations, students address envelopes in order that questionnaires may be sent to them one year after graduation. The questionnaires include items concerned with demographic data, employment status and rating scales for evaluating programs, courses, and other college related experiences.

Respondents are requested permission to visit their classrooms for observation-evaluation purposes. Inservice graduates are also asked to evaluate themselves and to permit their immediate supervisor to complete the same evaluation instrument. Additional inservice information is provided by on-campus seminars conducted specifically for giving alumni opportunities for direct communication to program coordinators.

Not all sources of evaluative information are included in this report. Since our faculty members are actively involved with our area schools and educators, they are able to communicate continuously with our graduates, our supervisors of student teachers, who may also teach methods courses, and observe and evaluate our products over several years. The supervisors, therefore, can make immediate adjustments in their classes and recommend program changes as needed.

Competency Examinations

Competency examinations were developed during 1977-78 to identify specific strengths and weaknesses in the college's various programs. More than 47 undergraduate and 37 graduate examinations are presently being administered (Table 9). Summary information from the data and test results provides input for curriculum development at the departmental level.

Professors who teach various sections of multiple section classes communicate concerning course content objectives and examination items. Specific content of courses are, therefore, enriched or changed according to item analysis information.

Description - Undergraduate

A multiple choice format is used for all examinations to help assure objectivity, standardization, and data analysis. The examinations for Secondary Education at the undergraduate level were developed from four major areas of study. The percentage of emphasis for each area is presented here with a total of 200 multiple choice questions being presently utilized: (1) Educational Foundations (25%), (2) General Fundamentals (12.5%), (3) Academic Methods (12.3%), and (4) Academic Content courses (50%).

With the exceptions of Speech and Drama, Earth Science, and Psychology, the same academic areas are examined at both the graduate and undergraduate levels.

The Undergraduate Generic examination consists of 40 items solicited from the professors who teach EDF 102, EDF 202, EDF 317, PSY 211, and EPY 318 which are required of all students.

Time of Administration

The undergraduate examination is administered each fall and spring semester during the student teaching experience. This time was selected in order that examination scores could be more representative of the total curriculum experiences.

Monday evening of the last week of student teaching is scheduled as a makeup day for those students with a valid written excuse who were unable to attend the regularly scheduled sessions.

Validity

Validity of the competency examinations is determined by three procedures: (1) subjective judgment of teaching faculty, (2) item analysis which includes discrimination and difficulty indexes, and (3) correlation analysis between the undergraduate competency measures and other instruments such as the National Teachers Examination.

After questions were compiled from objectives by appropriate individuals or committees, each item was placed on a file card. The people most responsible for the instructional area selected items believed to be most appropriate for evaluation of competencies listed earlier. A stratified random sample was then drawn in proportion to the emphasis of the competency or topic in the course or curriculum. Additional subjective evaluation is performed in consideration with the item analysis.

Item Analysis

The computer printout includes the students' ID numbers, their raw scores, percentage correct, percentiles, and standard scores.

Discrimination indexes are provided for each item during revisions. The discrimination index is computed by subtracting the number of students answering an item correctly in the bottom 27 percent from the number of students answering correctly in the top 27 percent of the group. The dividend is divided by the number of students in 27 percent of the examinees. This procedure results in a statistic that ranges from +1.00 to -1.00. If all of the students in the top 27 percent correctly answered a question which was missed by all of the students whose total score placed them in the bottom 27 percent, a discrimination index of +1.00 would result. Professors are requested to subjectively analyze questions which had discrimination indexes below .20.

The difficulty index has a range from .00 to 1.00. The statistic is computed for each item by adding the number of people answering correctly in the top 27% of the class with the number of the bottom 27% and dividing the sum by the total number in both groups. Professors are requested to evaluate items which are correctly answered by a limited percentage of students (0-.40). The difficulty index provides information for the identification of possible strengths and weaknesses in programs. Curriculum changes can, therefore, be planned as needed.

Percent Correct

Since the major purpose of the competency examinations is curriculum development, the percentage correct for each area is not an appropriate statistic. Specific area tests vary greatly in their levels of difficulty and, therefore, one area should not be compared with another. Individual student scores are recorded and are available upon request to department chairs and advisors. Also since items are in the process of constant revision, it would be difficult to compare mean percentage correct from one year to another. Specific items are compared, however, each year in order to indicate significant changes and, if nece[illegible], provide curricular improvements.

Application of Results

After each examination period, item analysis reports are given to each person most responsible for communicating the information provided and specifying any course or program changes suggested.

Professors and chairs not only also receive the detailed printout but also a copy of the appropriate tests with items identified that have been correctly answered by 40% or less of the students. The 40% correct criteria identifies approximately 10% of the items each session for subjective evaluation.

Chairs and professors are requested to scrutinize the identified items and respond according to the following.

1. Is the test item poorly written and/or is more than one option correct? If so, rewrite the item from the same content.
2. Does the item reflect current information appropriate for the program objective? If no, substitute another item.
3. If the test item is well written and evaluates current objectives but yet 40% or fewer students answered the items correctly, further emphasis is needed, materials purchased and/or communication improved among those people responsible for teaching the objective.

Chairs and professors in the College of Education and other colleges utilize the information during curriculum development activities. Information provided by the item analysis has been the topic for several interesting discussions.

National Teachers Examination

The "National Teachers Examination" has been administered since the fall semester of 1977. The tests are administered each semester during the end of the student teaching experience, which represents the termination of their undergraduate programs. With the exception of the Spring 1983 group, Eastern has paid all administration and scoring costs. The Kentucky State Department of Education provided funds for administering the 1982 revision to all Kentucky teacher education program majors during the Spring 1983 semester. Eastern provided facilities and examiners for not only our own

Table 9

Competency Examinations by Areas and Number of Test Items

Undergraduate Examinations	Items	Graduate Examinations	Items
Art-Content	100	Art	100
Art-Methods	28	Biology	50
Biology-Content	100	Business 560	20
Biology-Methods	25	570	20
Business Area-Content	100	600	20
Business-General	100	610	20
Business-Bookkeeping	25	620	20
Business-Secretarial	100	640	20
Business-Shorthand Methods	10	670	20
Chemistry-Content	50	Chemistry	100
Chemistry-Methods	25	Counseling-General	100
Early Childhood	11	Counseling-Psychom. Com.	50
Earth Science-Content	100	Counseling-Psychom. Cont.	75
Earth Science-Methods	25	Early Childhood	38
Elementary Education	100	Elementary Education	75
Secondary English-Content	80	EDS. Elementary Education	36
English-Methods	25	English-secondary	80
Foreign Language	22	General Science	60
French-Content	100	Geography	75
German-Content	100	Health-Allied	100
Geography-Content	97	Health-School	100
Health-School	100	History	50
History-Content	50	Home Economics	60
Home Economics-Content	100	Industrial Arts	30
Home Economics-Methods	25	Library Science	100
Industrial Arts-Content	116	Mathematics	20
Industrial Arts-Methods	25	Music Education	105
Library Science	100	Physical Education	112
Math-Content Form A	24	Political Science	60
Math-Content Form B	24	Reading	100
Math-Methods	26	Sociology	50
Music Education	30	Special Ed. Core	50
Music Theory	96	Communication Disorders	50
Physical Education	100	Special Ed. - HI	49
Political Science-Content	60	Special Ed. - LBD	50
Psychology-Content	100	Special Ed. - TMH	50
Social Studies-Methods	25	Generic	100
Sociology-Content	65		
Special Education Core	50		
Communication Disorders	50		
Special Ed. - HI	49		
Special Ed. - LBD	50		
Special Ed. - TMH	50		
Speech-Methods	100		
Speech & Th. Arts-Content	100		
Secondary Fundamentals	25		
Generic	40		

students but also for students from several other teacher education institutions. This report, however, only summarizes the statistics for Eastern's students.

Since we believe that our own basic skill tests are adequate for our needs, the Communication Skills and General Knowledge tests were not administered during the fall semester. The Special Education test was not considered appropriate for our students; those majors completed the general elementary education area test. Since our Communication Disorders program is an undergraduate major, the NTE Speech Pathology area test was not administered during the spring session nor are the results from the fall semester included in this report.

Table 10 shows the number of students who completed one or both of the four tests. It can be seen that the 6 biology majors had the highest mean standard score for their special area test. The students majoring in math, home economics and business education also had relatively higher special area means. It can be noted that 8 students were at or above the 50th percentile and 8 were below. This is approximately the same distribution observed in past years. The Professional Knowledge Test (PK) had a mean standard score of 655 and an equivalent percentile of 4[illegible].

The NTE has been valuable for comparing Eastern's teacher education majors with the national norm group. Both academic and education departments have utilized the information to help prevent deterioration of programs through the years and to observe any developing trends.

The Art Department analyzed the NTE Special Area test items and are aware of the differences in their objectives and the items measured on the NTE. The faculty (Art) consider the development of creative talents to be more important than content and, therefore, emphasize activities relatively greater than content.

Since many of Eastern's faculty participated in the content validity studies of the 1982 NTE revision, specific curriculum changes are being discussed in consideration of the changes in item content.

Table 10

Number of Students, Mean Standard Scores, and Percentile Equivalents, NTE 1982 Revision

Area	N C -Gk	N Area	Area SS	Area %ile	PK SS	PK %ile	CS SS	CS %ile	GK SS	GK %ile
Art	7	7	581	46	651	32	661	50	659	55
Biology	6	6	705	91	670	83	675	89	676	93
Business	2	17	617	62	657	48	663	56	655	45
Chem. Phy.	2	2	570	49	667	74	664	58	672	86
Early Child.	46	63	629	57	657	48	660	48	635	45
Elem.-Gen.	91	122	608	48	656	46	660	48	655	45
EMH	N/A	10	548	30	656	46	N/A	N/A	N/A	N/A
English	12	12	595	48	663	64	669	73	622	61
French	1	1	460	10	658	50	666	64	653	41
Home Ec.	4	4	645	62	663	64	661	50	663	64
Ind. Arts	15	26	632	54	649	28	656	37	659	55
Math	4	4	665	81	667	74	670	76	671	83
Music	7	13	603	50	655	41	658	42	657	50
Physical Ed.	30	39	611	48	648	25	655	35	651	36
Soc. Studies	9	12	553	38	652	34	661	50	656	47
CD & UD	16	25	N/A	N/A	654	39	659	45	655	45
Total	282	345	610	N/A	655	41	660	48	656	47

PK - Professional Knowledge
CS - Communication Skills
GK - General Knowledge
SS - Standard Score Means

Evaluation of Teacher Effectiveness

Evaluating teacher effectiveness is one of the major problems facing educators today. We can generally agree within broad categories if a teacher is above or below average; however, it is difficult to make finer discriminations. Assigning valid numerical values to teachers' characteristics has proven to be most difficult.

Not only has the Director of OERE researched and developed several types of instruments over the years, but also many faculty committees have studied interaction analysis and evaluated several types of check lists, rating scales, and commercial instruments. During the summer of 1983 the Director of OERE and Dr. Shirley Byrne, supervisor of student teachers, attended an extensive seminar in Orlando organized by the Research and Development Center of the University of Texas. This meeting between the principal people for the Florida State Department of Education and our Teacher Education Program Evaluation colleagues emphasized that objective evaluation of teacher effectiveness is indeed a difficult task. One that the State of Florida has not yet accomplished.

After participating in the Florida conference, the Director of OERE and Dr. Shirley Byrne visited eight major universities: Texas A & M, University of Texas (Austin), University of Houston, University of Arizona, University of Nevada (Las Vegas), San Jose State, Weber State, and the University of Toledo. After many hours of conferences and study of instruments and procedures, we concluded that if a valid, reliable instrument-procedure is presently available for evaluating teacher effectiveness through direct observation, we did not find it.

Evaluation of student teaching at Eastern has been accomplished through the use of several different procedures and instruments. After each observation, supervisors of student teaching meet with the student and cooperating teachers to discuss strengths, weaknesses, and suggestions for improvement. After student teaching has been completed, the cooperating teacher completes a rating scale and comments concerning the student.

The college supervisor writes a subjective report for each student and completes a brief 10 point rating scale concerned with a broad measure of the characteristics-humanistic values, organizational ability, knowledge of content and skills, and teaching ability. The major purpose of that relatively unsophisticated instrument is to evaluate whether or not the rating of broad categories of characteristics would provide objective data concerned with supervisors ratings of students with more than one certification area and/or different sequence of experiences. A report to the supervisors for the Fall-1982 group indicated that supervisors rated elementary majors who were placed full time in one classroom lower than were those who experienced a split placement in general elementary and early childhood/ special education student teaching. As can be seen in Table 11, however, the mean total rating for full time experiences was relatively higher than the split-half practicums. It is interesting to note that the mean rating for the humanistic characteristic was significantly higher for the first-half-experiences.

The mean total student teaching supervisors' ratings by time for each certification area can be seen on Tables 12 and 13. Supervisors can, therefore, consider their ratings according to relative high or low values, time periods, and/or certification areas.

Correlations were computed between ratings and NTE scores for the fall group and for the total group. Although all correlations within each instrument were high, correlations between instruments were relatively high in some areas for the fall group but negative in other areas. When ratings for fall and spring were combined and analyzed by areas, correlations decreased although the number of subjects increased. It also seemed that supervisors who had college classroom experiences with their students tended to produce higher correlations between ratings and the NTE.

For the 1983-84 evaluation of student teachers and for recording observations of graduates, committees will continue trying to develop a valid and reliable instrument. Additional inservice training for observers is also planned.

Table 11

Mean Total Student Teaching Supervisors' Rating by Time for Elementary and Special Education Certification Areas-Fall 1982 and Spring 1983

Supervisor	Cert.	N	First Half	N	Second Half	N	Full Time
1	Elem.	2	26.00	1	33.00	2	27.00
2	Elem.	3	30.67	2	34.00	1	34.00
3	Elem.	12	30.00	16	25.69	8	21.87
3	Kdg.	1	24.00	2	25.00		
4	Kdg.	13	27.23	10	29.10		
4	LBD	8	29.25	1	26.00		
4	TMH			1	27.00		
5	Elem.	1	23.00	1	37.00	2	35.00
5	Kdg.	1	33.00	2	32.00		
6	Elem.	1	27.00			18	28.28
6	Kdg.			1	25.00		
6	LBD	1	36.00				
6	TMH	1	25.00			1	38.00
7	Kdg.	11	33.82	13	30.77		
8	Kdg.	2	29.50	4	29.50		
9	Kdg.	10	21.20	11	26.73		
10	Elem.	13	27.69	13	28.92	12	29.08
11	Elem.			1	17.00	8	29.12
11	Kdg.	2	36.50	2	26.50		
11	LBD	2	29.50	4	28.25		
11	TMH	1	23.00	1	27.00		
12	Elem.	3	23.33	1	21.00	2	28.00
13	Kdg.	4	33.75	3	30.00		
16	Elem.	8	28.75	16	29.69	13	29.85
16	Kdg.	2	26.50	1	35.00		
17	H.I.	8	32.88	7	28.86		
20	C.D.					18	36.53
25	P.E. Elem.	2	32,50	1	28.00		

Table 12

Mean Total Student Teaching Supervisors' Rating By Time for Secondary Education Certification Areas

Supervisor	Cert.	N	First Half	N	Second Half	N	Full Time
21	Math					3	28.67
22	English					11	28.73
22	French					1	14.00
23	Home Ec.					4	34.75
25	Health					5	35.20
25	P.E.			1	35.00	27	29.93
26	Music					5	25.40
27	Ind. Ed.					27	27.81
28	Art	5	27.60	5	28.20	1	33.00
29	Bus. Gen.					7	23.00
29	Business					8	25.37
30	Health					2	34.00
31	Biology					5	32.00
31	Chemistry					3	30.33
32	Geography					1	33.00
32	History					9	31.44
32	Pol. Sc.					3	32.67
32	Psychology					2	29.50
32	Sociology					2	23.50
33	Music					8	29.75
34	P.E.					9	26.56

Table 13

Mean Student Teacher Ratings
by Time and Characteristics
for Fall 1982-Spring 1983 Students

Characteristic	N	First Half	N	Second Half	N	Full Time
Humanistic	117	8.17	115	7.17	228	7.36
Organization	117	7.09	115	7.02	228	7.26
Knowledge	117	7.15	115	7.23	228	7.34
Teaching	117	7.05	115	7.16	228	7.30
Total	117	28.82	115	18.59	228	29.29

Multicultural Settings and Exceptional Children

Our graduates must be fully prepared for employment in multicultural settings and for educating exceptional children who are mainstreamed and/or homogeneously grouped in regular classes. The College of Education considers these preparations to be integral responsibilities within our total teacher education program. Wherever appropriate, our courses and programs have objectives and experiences related to serving atypical children. Instruments and procedures for evaluation, therefore, reflect that integration concept.

Multicultural Settings

The 1981-82 report from the OERE included results of questionnaires completed by inservice teachers who had completed their basic programs during the 1980-81 academic year.

The questionnaire requested information concerned with what percent of the respondents' students could be classified according to each racial group. It was believed that such information could help identify possible locations for multicultural practicum and field experiences. As can be seen in Table 14, however, the majority of our graduates teach in classrooms that are predominantly Caucasian. Of the 101 teachers who responded to the survey item, 48 (47.5%) classrooms were 100% comprised of Caucasian students. It was also indicated the 91.24% of the total number of students taught by our graduates were Caucasian. Although approximately half of the classrooms contained at least one Afro-American student, those 50 classrooms averaged 16.34% Afro-American students per classroom. It may

Table 14

Classroom Percentages By Racial Groups

Group	Number of Classrooms With Identified Students	Mean Percentage of Students In Classrooms	Mean Percentage of Total Number of Students
Caucasian*	101	91.24	91.24
Afro-American	50	16.34	8.08
Asian-American	7	4.29	.29
Latin-American	7	3.29	.22
Native-American	7	2.57	.17

*48 of the total number of classrooms were 100% Caucasian also be observed in Table 14 that only 7 classrooms had Asian-American, Latin-American, or Native-American students; the percentage of these minority students in those classrooms were relatively small.

We do not interpret these results as indications of reduced need for multicultural experiences. Rather, this is evidenced as a necessity to provide multicultural experiences as part of our teacher education programs in order that our graduates bring to their own classrooms understanding and attitudes conducive to educating their students for a multicultural nation.

Presently in the College of Education, there are three courses which deal specifically with multicultural information: ELE 530, Multicultural Populations and School Curriculum, ELE 531, Teaching the Rural Disadvantaged Child, and EDF 655, Foundations of Multicultural Education. A fourth course, EPY 504, Individual Differences, had multicultural counseling as its major unit of emphasis for a trial period until the experiences could be organized under other courses.

Exceptional Children

In recent years an extensive effort has been made by the University to prepare teachers in regular education to mainstream exceptional children. In 1977 faculty members in the Department of Special Education, assisted by faculty members in what was then the Department of Elementary Education, wrote a Dean's Grant proposal to develop mainstreaming modules for incorporation into selected elementary, and later secondary, course work. This grant, funded for the full three-year cycle, enabled us to prepare elementary and secondary teaching faculty if they wished to adjust their courses to include mainstreaming components and to purchase materials to supplement teaching strategies.

A "Mainstreaming Committee," composed of faculty members from the Department of Elementary Education, was formed and continues to exist in the present Department of Curriculum and Instruction.

A pre-student teaching experience, Mainstream Opportunities-Varied Experiences of "MOVE" Week, was instituted for students in the Departments of Curriculum and Instruction and Special Education. This experience involves a block-scheduling of three separate methods courses to enable students to participate full-time during that week without missing any other scheduled classes. Students are placed in local schools during the first four days of the week and then on Friday, attend an on-campus seminar. Student feedback obtained during this seminar is gathered in order to continuously modify and improve "MOVE" Week activities.

Evaluation of Program Objectives

Follow-up instruments to evaluate course and program objectives include items concerned with multicultural and mainstreaming experiences. A summary of these items for basic programs is presented in Tables 15 and 16. The median rating of items concerned with mainstreaming was 3.33 and was 3.35 for multicultural experiences. Since ratings were based on a five point scale, both medians were above average.

Two forms of an instrument for evaluating mainstreaming experiences were included in the follow-up study and are reported later in this report.

Extensive research has been conducted by Dr. Qaisar Sultana, Chairperson of the Department of Special Education, to identify needed teacher competencies for the mainstreaming of exceptional children. These results were reported by Dr. Sultana at the Mid-South Educational Research Association Conference in 1982. A federally funded Inservice Training Grant, awarded for the past three years to the Department of Special Education, provides a series of graduate level workshops on mainstreaming based on

Table 15

Evaluation of Objectives Specific to Mainstreaming Experiences

Program/Course	Item	Mean Rating
ELE 356	10 use strategies	2.75
ELE 360	6 math for	3.27
ELE 497	2 planning experiences	4.16
ELE 497	10 facilitate integration	3.36
ELE 560	5 reading instruction	3.33
ESE 440	8 visual expressions	N/A
ESE 452	8 Ind. Arts and Public Law 94-142	4.00
ESE 453	2 Home Ec. and Public Law 94-142	3.00
ESE 455	4 IEP for	2.20
ESE 498	8 understand Public Law 94-142	3.00

Table 16

Evaluation of Objectives Specific to Multicultural Experiences

Program/Course	Item	Mean Rating
ELE 356	5 understanding	2.75
ELE 360	6 math for	3.27
ELE 497	2 planning experiences	4.16
ELE 497	10 facilitate integration	3.36
ELE 560	5 reading instruction	3.33
ESE 452	9 Ind. Arts for	4.00
ESE 449	5 select materials for	3.50
ESE 498	8 activities for	3.00

those competencies identified (see Figure 4) for regular classroom teachers. From pre- and post-test data collected over the last three years, participating teachers have shown a significant increase in competencies after completion of the workshop series. The pre- and post-test data are available in the Department of Special Education.

Lastly, during our continual self-evaluation process, input from undergraduate students primarily from the Department of Special Education has indicated a need for relaxation of University policy pertaining to restricted elective course work. Students in all areas of special education have a need (and a stated interest) to electively enroll in courses offered through various other, yet significantly different, programs within their own department. Restricted elective requirements do not permit this at the present time. Because it is the desire of the College of Education to fully prepare its graduates to effectively teach multicultural and exceptional populations, it seems appropriate that students should be allowed restricted electives outside the major, but not necessarily outside the department when a diversity of programs/courses exists. In response to these student needs, steps have been taken through the appropriate channels by the Department of Special Education to modify this policy. A recent proposal has been presented to the University's General Education Committee; as of this writing, no ruling has been made.

FIGURE 4
INDIVIDUAL TRAINING NEEDS IDENTIFICATION INSTRUMENT

	Minimally	Adequately	Significantly
1. I am aware of the purpose and philosophy of Public Law 94-142.			
2. I can list five main provisions of Public Law 94-142.			
3. I know the meanings & implications of the phrase "least restrictive environment."			
4. I know the procedure to develop the IEP as required by PL94-142.			
5. I know the referral procedure followed in my school district.			
6. I know how the legal safeguards are implemented in my school district.			
7. I can list three agencies in my community and the services provided by them.			
8. I am knowledgeable of both criterion referenced and norm referenced testing.			
9. I know the difference between screening and evaluation.			
10. I know the names and functions of all the standardized tests used in my school district.			
11. I know the definitions of at least four handicapping conditions as given in PL94-142.			
12. I can cite at least three criteria used in the AAMD definition of mental retardation.			
13. I can cite at least three educational due process rights.			
14. I am knowledgeable about the cognitive level of functioning of the educable mentally retarded learners.			
15. I am knowledgeable about the primary and secondary characteristics of mentally retarded learners.			
16. I am aware of the areas of academic problems of EMR learners.			
17. I can cite at least four principles of instruction recommended for EMR learners.			
18. I know at least two publishers who publish high interest low vocabulary materials.			
19. I can cite at least four instructional programs designed specifically for EMR students.			
20. I know at least six characteristics of behavior disordered students.			
21. I am able to design an appropriate intervention program for behavior disordered students.			
22. I am able to implement an appropriately designed intervention program for behavior disordered students.			

		Minimally	Adequately	Significantly
23.	I am able to design a contingency management program in the classroom.			
24.	I am familiar with at least three procedures of teaching the emotionally disturbed.			
25.	I am able to identify emotionally disturbed students.			
26.	I know the learning and behavior characteristics of learning disabilities children..			
27.	I am able to identify the LD children.			
28.	I can implement at least two approaches designed to teach LD children.			
29.	I am aware of the areas of perceptual problems of LD students.			
30.	I know at least three speech disorders.			
31.	I know at least three strategies to individualize instruction.			
32.	I know at least three articulation problems.			
33.	I am aware of my role and responsibilities concerning speech impaired learners.			
34.	I can administer an auditory discrimination test.			
35.	I know the meanings and implications of functional hearing loss.			
36.	I know at least five strategies to accommodate the HI learners in my classroom.			
37.	I know the difference between legally blind and normally blind.			
38.	I know the meanings and implications of educationally blind.			
39.	I know of at least two agencies available in my region serving the VI.			
40.	I know at least five strategies to accommodate the VI learners in my classroom.			
41.	I know at least three techniques of effective communication.			
42.	I know the difference between inferential and judgmental statements.			
43.	I know how to present negative information to parents.			
44.	I know the four stages of a parent-teacher conference.			
45.	I know how to administer diagnostic tests and develop learning profiles.			

		Minimally	Adequately	Significantly
46.	I know the time line followed in my school districts concerning referrals.			
47.	I know the procedure and the forms to be completed regarding the referrals in my school district.			
48.	I know how to make instructional materials for special needs students.			
49.	I can adapt existing materials for handicapped learners.			
50.	I know how to effectively teach a handicapped student.			

Questionnaire
Follow-Up of Bachelor Degree Graduates

A follow-up study of the 1981-82 Bachelor of Science degree graduates was conducted during the Spring 1983 semester. Two types of questionnaires were mailed to the graduates along with a letter of explanation and pre-addressed, pre-paid return envelope. The letters and enclosed materials were sent to the addresses that had been written on envelopes by the students at the time they completed their competency examinations.

A general employment-future plans questionnaire and evaluation of course objectives were used for this first part of the follow-up procedures. As can be seen in Table 17, 346 (NS) envelopes were mailed, 20 were returned for incorrect or "unknown" addresses. Of the 326 that are presumed to have been delivered, there were 114 (NR) returned (35%) with data complete enough for tabulation. The highest percentage of returns (%R) came from graduates of the biology-chemistry, home economics, library science, and communication disorders programs. The lowest percentage of returns were from music, special education and art graduates. All 6 of the special education respondents had identified LBD as their certification area.

In order to judge whether or not our B.S. graduates were seeking positions in Kentucky, they were asked if they sought a teaching or other school related position, and if yes, did they seek it in Kentucky. Table 17, shows that 81 percent of the respondents sought a position and of that number who sought positions 81 percent sought them in Kentucky.

Two questions were concerned with whether or not they were employed full time and if they were employed in a position for which they received their degrees. The percentage of graduates who were employed full time

Table 17

Undergraduate Employment Survey
Survey 1981-82

Area	NS	NR	%R	Seek Pos. N Yes	N No	% Yes	Seek KY N Yes	N No	% Yes	Emp. F. T. N Yes	N No	% Yes	Emp. D. A. N Yes	N No	% Yes	Sub. Teach. N Yes	N No	% Yes	Number - Future Plans Cont.	Chang.	Grad.	Seek
Art	8	1	13	1	0	100	0	1	0	1	0	100	0	1	0	1	0	100	0	0	0	1
Bio.-Chem.	5	3	60	2	1	67	2	0	100	3	0	100	3	0	100	0	3	0	3	0	2	0
Business	17	8	47	7	1	88	7	0	100	7	1	88	2	5	29	2	6	25	4	0	6	3
Elementary	64	23	36	23	0	100	22	1	96	13	11	54	18	4	82	11	11	50	14	1	16	7
Early Ch.	52	24	46	23	1	96	17	6	74	18	5	78	19	4	83	8	12	40	14	1	15	10
English	17	8	47	6	2	30	6	0	100	2	6	25	5	3	63	4	4	50	3	2	3	3
History	18	5	28	4	1	80	1	3	25	5	0	100	2	3	20	2	3	20	1	0	4	5
Home Ec.	8	4	50	4	0	100	4	0	100	1	3	25	2	2	50	1	3	25	1	3	2	1
Ind. Arts	18	6	33	5	1	83	4	1	80	6	0	100	5	1	83	0	5	0	3	1	3	2
Lib. Sc.	2	1	50	1	0	100	1	0	100	1	0	100	1	0	100	0	1	0	1	0	1	0
Math	7	3	43	2	1	67	2	0	100	2	1	67	3	0	100	0	2	0	1	1	2	1
Music	15	1	6	1	0	100	1	0	100	1	0	100	0	1	0	1	0	100	1	0	0	0
Phy. Ed.	44	17	39	13	4	76	7	6	54	5	10	33	5	10	33	8	8	50	10	1	7	6
Com. Dis.	8	4	50	3	1	75	3	0	100	2	0	100	2	0	100	0	0	0	2	2	2	0
Spec. Ed.	63	6	10	5	1	83	4	1	80	5	1	83	5	0	100	2	4	33	4	0	6	0
Totals	346	114																				
Wrong Ad.	20																					
Adj. Total	326	114	35	100	14	88	81	19	81	72	38	65	72	34	68	40	62	39	62	12	69	39

ranged from 100% (art, biology, history, industrial arts, library science, music, and communication disorders) to 25% (English) with a total percentage of 65. The range of employment in their degree areas ranged from 100% (biology, library science, math, communication disorders, and special education) to 0 (art and music) with a total percentage of 68 employed full or part time in their degree areas.

Table 17 also shows that 39 percent of the respondents were doing substitute teaching.

Respondents were requested to identify their possible plans for the next three years and check all given items that apply. The largest number (69) identified attending graduate school as one of their plans and (62) responded that they would continue in their present positions. Only 12 respondents planned to change their career paths outside of education but 39 planned to seek a new position.

Respondents were invited to write any comments concerning their experiences at Eastern. The majority of the graduates described their positive experiences with student teaching as being their most rewarding and stimulating experiences. The most common suggestions for program development included a need for more practicum experiences before student teaching and more experiences with exceptional children. Both suggestions for changes, however, had already been planned for the 1982-83 programs.

The second major type of follow-up instrument was developed for the specific College of Education undergraduate course objectives and the communication disorders program objectives. Major course objectives were identified by those people most responsible for helping students acquire the competencies. Each instrument evaluated from 8 to 10 competencies by requesting the respondents to rate their levels of proficiency, state whether or not the competency was acquired, and rank five of the competencies according to their level of importance.

As can be seen in Table 18, the median of the mean ratings for each objective ranged from 2.6 to 4.5. Since many of the means were computed from a small number of respondents, the median statistics would only be meaningful in light of past and future evaluations. A complete summary of the means for each objective by courses and the original instruments are distributed to appropriate professors with instructions to complete a form (see Appendix) concerned with "action" needed to remediate those competencies rated relatively low. Since there were 20 objectives to be evaluated for mainstreaming, they were listed under two separate forms and sent to a random selection of graduates. Only one form was included for any particular graduate. Since these 1981-82 graduates had not experienced the recent changes concerned with mainstreaming in the undergraduate programs, a follow-up of the 1983-84 class should indicate higher levels of proficiency. A summary of the mainstreaming evaluation may be observed in Figures 5 and 6.

It can be observed that although the 1980-81 graduates had not experienced the full benefits of our recent emphasis on mainstreaming, the median rating for Form A was 3.90 and 3.57 for Form B. It can also be seen that only 6 of the 20 (30%) ratings were below the 3.0 average in the scale.

Table 18

Undergraduate Objectives
Median Ratings and Percentage of Yes Responses for Each Course
Department of Curriculum and Instruction
Graduation 1981-82 Academic Year

Course	N	Mean	Yes %	Course	N	Mean	Yes %
ELE 356	6	3.17	68	ESE 366	4	3.50	90
ELE 360	13	3.60	70	ESE 378	3	3.66	100
ELE 361	11	3.09	70	ESE 379	2	3.00	80
ELE 362	8	2.70	42	ESE 440	1	3.00	90
ELE 475	4	3.25	73	ESE 441/451	2	4.50	90
ELE 497	12	4.08	73	ESE 442/443	7	3.54	92
ELE 498	14	3.69	98	ESE 449	6	3.66	95
ELE 499	8	3.70	96	ESE 450	3	3.33	85
ELE 517	7	4.26	98	ESE 452	4	4.00	80
ELE 519	7	4.07	93	ESE 453	4	3.00	82
ELE 550	5	4.10	96	ESE 455	7	3.71	88
ELE 560	6	4.25	92	ESE 466	15	3.75	93
LIB 301	8	3.60	92	ESE 487	1	5.00	80
Mainstreamed Students				ESE 498	1	N/A	
Form A	16	3.40	75				
Form B	14	3.30	73				

Figure 5

COMPETENCIES FOR TEACHING MAINSTREAMED STUDENTS
In the Elementary School
Form A

Please circle yes or no to indicate whether each of the following competencies was acquired in the designated program. In the space preceding each competency, write the number which you believe best represents your present level of proficiency.

Scale For Rating Level of Proficiency

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

16 Respondents

Mean Proficiency Rating		As a teacher of mainstreamed students are you able to: Percent Yes Responses			Importance Rank
2.43	1	Participate in school-wide planning for mainstreaming activities in compliance with 94.142?	54% YES	NO	_____
2.75	2	Utilize the efforts of the special education resource staff and volunteers with the "special" students' classroom activities?	73% YES	NO	_____
2.87	3	Prepare members of the regular class for the entry of "special" student(s) into the class?	86% YES	NO	_____
4.12	4	Gather information to determine the educational needs of each student?	100% YES	NO	_____
3.93	5	Evaluate each student's present level of functioning?	100% YES	NO	_____
2.75	6	Participate in development of IEP's which provide for individual needs of students?	73% YES	NO	_____
3.87	7	Select and utilize a variety of individualized teaching methods to instruct each student within his/her level or capability of functioning?	93% YES	NO	_____
3.93	8	Select and apply adequate behavior management techniques and measures to meet the learning goals set for the class and each individual student?	93% YES	NO	_____
4.12	9	Conduct class activities in a way to encourage interaction between and among students?	100% YES	NO	_____
3.68	10	Organize a system to collect and record data by which to evaluate student progress toward goal attainment?	87% YES	NO	_____

Please identify in rank order five of the competencies listed above which you feel contribute most to your success in teaching.

Are there components which you feel should be added to the program? If so, please list them.

Figure 5
COMPETENCIES FOR TEACHING MAINSTREAMED STUDENTS
In the Elementary School
Form B

Please circle yes or no to indicate whether each of the following competencies was acquired in the designated program. In the space preceding each competency, write the number which you believe best represents your present level of proficiency.

Scale For Rating Level of Proficiency

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

Mean Proficiency Rating

14 Respondents

Importance Rank

As a teacher of mainstreamed students are you able to:

Percent of Yes Respondses

3.5 1 Determine individual goals that are appropriate, realistic, and measurable? 79% YES NO ____

3.35 2 Determine group goals for the class as a whole and for subsets within the class? 93% YES NO ____

3.0 3 Provide ample instruction and practice for each child to develop and refine adequate coping strategies? 79% YES NO ____

3.0 4 Explain Federal and State regulations concerning education of exceptional children? 64% YES NO ____

4.42 5 Develop and design a variety of alternate teaching strategies? 79% YES NO ____

3.21 6 Develop, schedule, and maintain on a regular basis a variety of grouping patterns that provide opportunities for students to reach class goals, both social and academic? 71% YES NO ____

3.78 7 Acquire, adapt, and develop materials necessary to achieve learning goals? 79% YES NO ____

2.57 8 Develop a plan to utilize the talents of parents in establishing goals and supporting the learning activities of their child and those of other students in the class? 57% YES NO ____

3.35 9 Identify and differentiate between a variety of behavior management techniques and develop skills in selecting appropriate techniques to manage individual and/or group behavior? 79% YES NO ____

3.35 10 Develop a feedback system that will furnish continuous data to student, teacher, and parent on goal attainment? 64% YES NO ____

Please identify in rank order five of the competencies listed above which you feel contribute most to your success in teaching.

Are there components which you feel should be added to the program? If so, please list them.

Inservice Observation

Follow-Up of Bachelor Degree Graduates

In order to provide some evaluative information from direct observation, one item of the follow-up questionnaire asked the respondents if they would allow an Eastern faculty member to visit and observe their classrooms. The respondents who agreed to have an observer were sent a form requesting more information concerning their specific employment and asked them to re-affirm permission to observe. During the 1983-84 academic year, each appropriate Eastern observer selected at least three inservice educators to visit. Observation forms developed by various committees were completed during observation by the Eastern visitor. The teachers visited completed the same types of instruments which were collec-lected by the visitor. The schools' principals or directors also completed forms and mailed them directly to the Office of Educational Research and Evaluation.

A summary of the statistics and written comments from the three sources (observer, teacher, principal) are on file in the OERE. Information was distributed to each academic department and appropriate program communicator.

G-6 EVALUATION OF GRADUATES - ADVANCED PROGRAMS

Evaluation of the advanced programs and application of information utilizes many of the same types of instruments and procedures as does the evaluation of basic programs. Since the majority of course and program coordinators function for both program levels, continuity of experiences and application of information to both basic and advanced programs is assured.

Introduction

As described in the Introduction to evaluation of basic programs, the structure for the evaluative system is the result of considerable study before 1976. In December of that year, however, a steering committee formalized the program with the assistance of the consultant, Dr. Charles Johnson.

Research concerned with admissions criteria for advanced programs was conducted under the auspices of the Graduate School. Our long-range plans, however, included following our 1981-82 admissions group (basic programs) through 1989 when, according to our statistics, approximately 50 percent would have completed their advanced programs. We will, therefore, be able to evaluate the relationship between admission criteria for advanced programs and other variables.

Competency Examinations

Graduate Competency Examinations were developed to evaluate objectives concerned with the foundation areas (Generic), any areas common to all majors of a specific program and/or objectives specific to a student's particular emphasis. Computer item analysis procedures, as described under basic programs and validity studies, contribute information for specific course and/or program changes. Demographic data coded on the bottom of answer sheets provide for comparisons to be made according to such information as whether or not a course was experienced in an extended campus class and other variables. The relationship between selected variables and achievement on particular items or total scores are also computed whenever appropriate.

The Graduate Generic examination consists of 100 multiple choice questions from the four major foundation areas. Twenty-five of the core area questions were developed from the objectives for EDF 669 Research in Education. The other three areas are, therefore, represented by 25 questions from areas of curriculum, psychological, and historical-sociological. Competency examinations concerned with specific areas include a wide variety of approaches to objective measurement.

The Graduate Competency Examination for the M.A. program in Physical Education, for example, includes two subtests for evaluation purposes. The first subtest is concerned with the core or graduate foundation areas described earlier. The second subtest for General Physical Education is comprised of 112 items specific to that field.

The Physical Education Ed.S. examination consists of 140 items which include a selection from those developed for the M.A. and M.S. programs and items pertaining to EDF 695 Advanced Research Methodology.

The Educational Specialist (Ed.S) Examination for Elementary Education includes three subtests. Part I has descriptions of three educational situations and 15 multiple choice items referring to those situations. Part II contains five questions concerned with identification of a particular type of research design in response to a brief description of situations. Part II contains 16 multiple choice items concerned with general educational theory.

As a result of item analysis and validity studies, the format and content for the various examinations are constantly changing. It is expected that even greater emphasis in the future will be placed on the evaluation of performance objectives rather than content objectives. The Music examination, for example, includes a taped selection from which students respond to test items after standardized listening procedures. The English examination is also an example of a test that emphasizes application of knowledge by presenting a written selection to be analyzed and test items that require identification of nonstandard elements.

Time of Administration

Graduate examinations are scheduled for the first Saturday in November and April with evening sessions the second following week for make-up. Examinations for summer session are scheduled for the first Wednesday afternoon in July with Tuesday night of the following week for make-up.

Students who do not complete examinations during regularly scheduled times are reminded that the examinations are a graduation requirement. The Graduate School, via the College's academic departments, is requested to remove any student from the graduation list who did not meet competency examination requirements. Although presently there are no minimum levels required for passing, the results of the competency examinations are considered at the time of evaluating comprehensive exams.

The major purpose of competency examinations is to provide specific evaluations of program objectives. Appropriate faculty representatives referred to program and course objectives to generate items for evaluative instruments. Item analysis and summary charts provide considerable opportunities for application of information to program modification.

Table 19 is an example of the type of one item analysis that served as a basis for improving instruction in sections of EDF 669-Research in Education. This summary of items ranked by difficulty levels indicates that the concepts concerning sections of a research paper was answered correctly by only 33 percent of the students. Understanding central tendency was answered correctly by approximately 94 percent of the students.

As a result of meeting with the professors of Educational Research, it was decided to improve the teaching of those concepts which were least understood. The same type of computer printout concerning indexes and norms is given to each appropriate professor and/or to committees responsible for multi-sectional courses. Action forms are provided for reporting appropriate remedial activities. Each item answered incorrectly by the majority of students is analyzed and at least one of four actions is recommended: (1) drop objective from program, (2) change test item, (3) identify materials to be ordered, and/or (4) emphasize content more.

As reported in the 1981-82 report from the Office of Educational Research and Evaluation, a comparison of item analyses between courses taught off-campus as compared with those on-campus sections indicated no significant differences in means between the two groups; however, the "off-campus" group scored lower on items concerned with use of the library. Consequently the educational research course is no longer offered as an extended campus experience.

Table 19

Graduate Generic Competency Examination
Item Analysis-Educational Research Questions
Rank Order By Difficulty Index, 1982-83 Students

Question	Content	Difficulty	Discrimination
14	Sections of a Research Paper	.33	.37
16	Chi-square uses	.37	.35
22	Reference to reviews	.37	.28
3	Hypotheses definition	.41	.24
15	ANOVA uses	.43	.18
20	Correlation interpretation	.48	.48
6	Item analysis	.49	.43
18	Replication definition	.50	.24
9	Correlation understanding	.51	.43
4	Null hypothesis	.52	.37
25	Variable types	.53	.44
10	Test validity	.55	.50
13	Sampling application	.56	.40
5	Random sampling	.61	.41
17	Hawthorne effect	.64	.22
19	Significant difference	.67	.26
12	Measurement scales	.70	.24
2	Operational definition	.75	.38
7	Percentiles	.75	.45
8	Normal curve	.77	.29
11	Test references	.77	.36
23	Delineation	.83	.23
1	Computer literature review	.85	.23
24	Why sampling	.86	.29
21	Central tendency	.94	.44

Graduate Demographic Data

As would be expected, the graduate demographic data is similar to the undergraduate data in many aspects. The majority of the students were female, 81.9 percent (Table 20), and a higher percentage of the graduate students taught students in grades 1-3 (28.5%). The largest percentage of students were teachers (73.7%) who had been teaching from 1-7 years (64.0%). The percentage of those who had no teaching experience was 26.3% which is an increase from the 18.6% for the 81-82 group. They completed their graduate programs in 3-4 semesters (37.4%) or 5-6 semesters (37.4%). Over half (55.6%) had an undergraduate degree from Eastern.

The foundation area courses completed by the graduate students are shown in Table 21. Human Growth and Development (51.3%), Tests and Measurement (55.4%), and Humanistic Teaching Strategies and Behaviors (36.8%) were selected most often. Since Research in Education was a "required" course, the total percentage of those enrolling in that course should have been close to 100%, but statistics showed 95.3% since some students did not respond to that item.

In order to summarize whether or not certain courses were taken off-campus or at other institutions, the percentage of course enrollments by location is also shown on Table 21. The course taken often off-campus as compared with "on" was Secondary School Curriculum (36.7%). Advanced Educational Psychology was taken relatively most often at another university (43.8%).

Graduate Pre-College Education

The graduate enrollment indicates that the largest percentage of stu-

Table 20

Graduate Demographic Data
Two Hundred Seventy-Two Respondents
1982-83 Academic Year

Characteristic	Percent	Characteristic	Percent
Sex:		Position:	
Female	81.9	Teacher	59.6
Male	18.1	Administrator	1.8
		Counselor	.6
Age:		Not ED.	14.0
21 - 25	26.7	Other	14.0
26 - 30	44.9		
31 - 35	15.0	Semesters in Program:	
36 - 40	7.0	0 - 2	11.6
40 +	6.4	3 - 4	37.4
		5 - 6	34.5
Year Teaching:		7 - 8	13.2
None	26.3	9 +	3.2
1 - 7	64.0		
8 - 14	8.1	Undergrad. Inst.	
15 - 21	.5	EKU	56.6
22 +	1.1	A KY State	19.6
		A KY Private	13.8
Grade Level Taught:		Private Out	5.3
None	27.8	State Out	4.8
1 - 3	28.5		
4 - 6	13.9		
7 - 8	13.2		
9 - 12	16.56		

Table 21

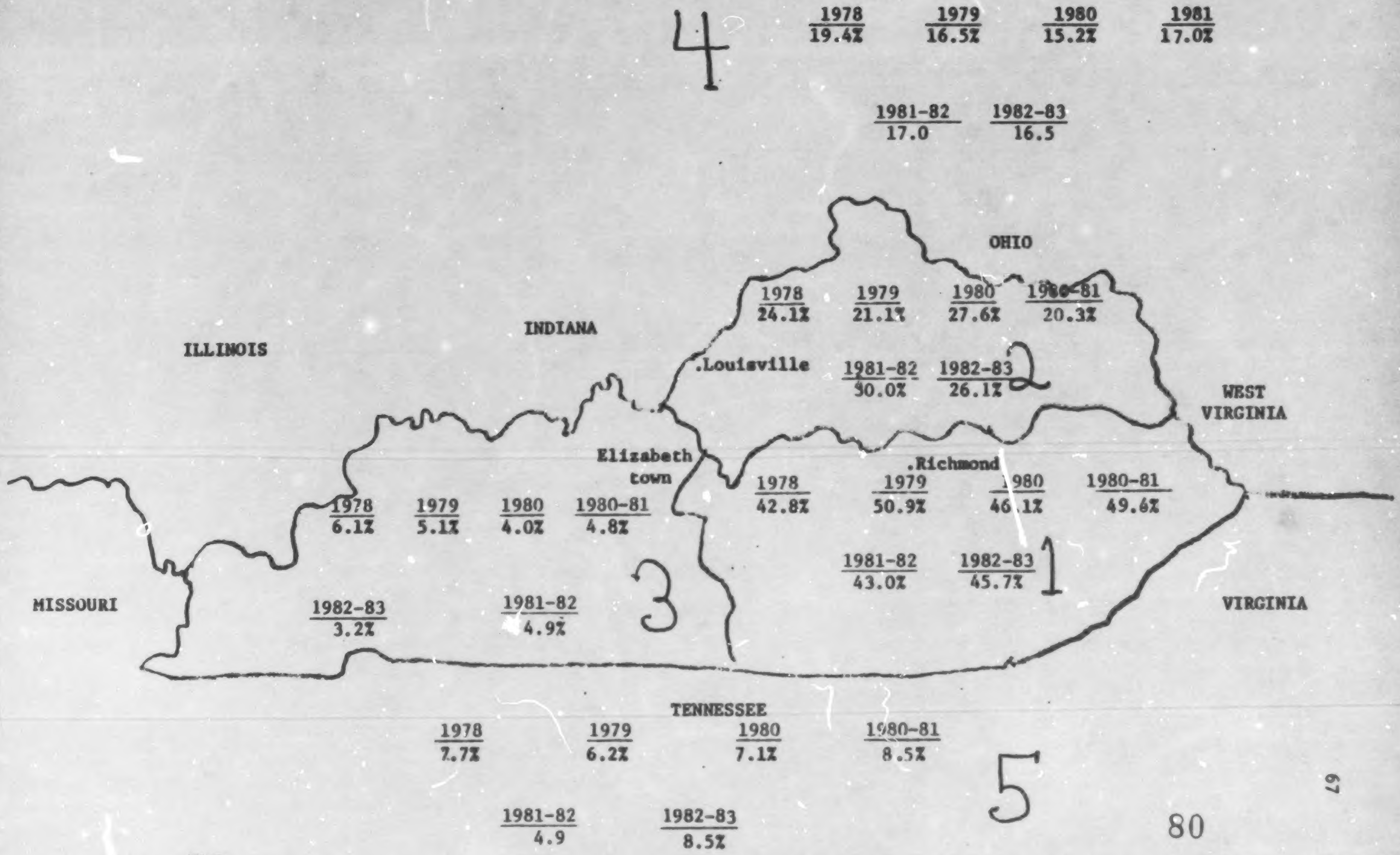
Course Selections and Locations of Core Courses 1982-83

193 Respondents

Course	On Campus	Off Campus	Other College	Total Response
Research	155-84.2%	19-10.3%	10-5.4%	184-95.3%
Adv. Ed. Psy.	8-50.0%	1- 6.3%	7-43.8%	16- 8.3%
Human Develop.	51-51.5%	29-29.3%	19-19.2%	99-51.3%
Tests and Meas.	81-75.7%	19-17.8%	7- 6.5%	107-55.4%
Ed. Soc.	17-70.8%	2-83%	5-20.8%	24-12.4%
Comp. Ed.	7-70.0%	1-10%	2-20.0%	10- 5.2%
Philosophy	26-60.5%	6-13.9%	11-25.6%	43-21.9%
History	16-76.2%	0-00%	5-23.8%	21-10.9%
Human. Teach.	46-64.8%	24-33.8%	1- 1.4%	71-36.8%
Curric. Theory	10-62.5%	3-18.8%	3-18.8%	16- 8.3%
Sec. Sch. Curric.	17-56.7%	11-36.7%	2- 6.7%	30-15.5%
Elem. Sch. Curric.	32-56.1%	20-35.1%	5- 8.8%	57-29.5%

dents (43.0%) attended pre-college schools in Richmond and the areas south of Richmond. This represents a loss of 3.7% since 1980-81, but an increase of 2.7% as compared with the 1981-82 group. Zone 2, north of Richmond showed a decrease of 3.9%. The percentage of students from Ohio and north of Kentucky as well as from Western Kentucky has remained approximately the same although there was an increased enrollment of students who attended grades K-12 in an out of state area south of Kentucky (Figure 7).

FIGURE 7
LOCATION OF PRECOLLEGE EDUCATION
GRADUATE STUDENTS


4
1978
19.4%
1979
16.5%
1980
15.2%
1981
17.0%
1981-82
17.0
1982-83
16.5
OHIO
1978
24.1%
1979
21.1%
1980
27.6%
1980-81
20.3%
INDIANA
ILLINOIS
.Louisville
1981-82
30.0%
1982-83
26.1%
2
WEST
VIRGINIA
Elizabeth
town
.Richmond
1978
42.8%
1979
50.9%
1980
46.1%
1980-81
49.6%
1978
6.1%
1979
5.1%
1980
4.0%
1980-81
4.8%
1981-82
43.0%
1982-83
45.7%
1
MISSOURI
1982-83
3.2%
1981-82
4.9%
3
VIRGINIA
TENNESSEE
1978
7.7%
1979
6.2%
1980
7.1%
1980-81
8.5%
5
1981-82
4.9
1982-83
8.5%

Comprehensive Examinations

Other procedures for program evaluation include the Graduate Comprehensive Examinations given at the completion of the degree programs. These examinations vary according to the idiosyncrasies of programs. They may include a structured oral exam conducted by a student's advisory committee and/or a written test concerned with the foundation area and the student's major area. A multiple choice or other objective instrument may also be administered to evaluate specific programmatic aspects whenever appropriate.

The students' graduate advisory committees provide their students with written outlines of requirements for their particular programs. Bibliographies and study questions are often included. In some instances, comprehensive examinations for advanced students may include the competency examination, an essay test, a multiple choice objective instrument, and an oral examination. A student's graduate advisory committee includes at least 3 faculty members and may also include the Graduate Dean and/or other interested campus personnel.

Since our computer analysis program for the competency examinations and other objective instruments can provide printouts of individual responses for each student, the graduate advisory-examination committees are able to question their examinees more indepth during oral examinations.

It has been observed that the committees often discuss strengths and weaknesses in courses and programs both during and after oral comprehensive examinations. Suggestions for modification of courses and programs are then recommended to the appropriate departmental committees.

Questionnaire Follow-up
Advanced Degree Programs

A follow-up study of the 1981-82 advanced-degree graduates was conducted during the Spring 1983 semester. Before completing their graduate competency examinations, the 246 candidates addressed an envelope to themselves. Two major types of questionnaires were mailed along with a letter of explanation and pre-addressed, pre-paid return envelope. As can be seen in Table 22, there were 180 responses, which represents a return of 73 percent.

In order to help assure a high percentage of returns, the instruments were brief and easy to complete. One general form was distributed to all graduates. Respondents of the general form indicated that only 40 of the 180 respondents (22%) changed positions since they completed their graduate degrees. Of the elementary education majors only 5 of 51 (12%) stated that they had changed positions.

Item number 6 asked the graduates to rank the major reasons they entered their graduate programs. The responses were tabulated by computing the frequency that each reason was ranked first and also by assigning a rating of 7 for a first choice and decreasing to 1 for a rank of 7. As can be seen in Table 23, 59.7 percent entered the graduate program for certification requirements. That reason computed to a mean scale score of 6.22.

Table 24, shows the statistics concerned with their reasons for attending Eastern and not some other university (item 7). The majority of the students (43.4%) ranked the option, same school as undergraduate, as their reason. Second most often ranked first, but with a mean rating also of

Table 22

1981-82 Graduate Questionnaires
Number of Returns By Areas

Art	2	Industrial Arts	4
Business	10	Learn. Behavior Dis.	13
Communication Disorders	14	Library Science	3
Counseling	17	Math	4
Early Childhood	12	Music	6
Elementary	51	Physical Education	5
English	4	Reading	10
Health	12	Sciences	3
Home Economics	5	Social Science	5

Total Returned 180 (73%)

Table 23

Summary of Responses Concerning:
What were the major reasons for entering the graduate program?

Reasons	*Number Responses	**(N)	Percent Rank 1	Mean Scale
Change Positions	93	(6)	6.5	3.86
Improve Self	132	(19)	14.4	5.40
Higher Pay	144	(20)	13.9	5.59
Increase Emp. Opp.	129	(28)	21.7	5.17
Certification Require.	144	(86)	59.7	6.22

*Frequency reason was ranked.
**Frequency reason was ranked first.

Table 24

Summary of Responses Concerning:
Why did you attend Eastern and not some other university?

Reasons	*Number Responses	**(N)	Percent Rank 1	Mean Scale
Same school as under.	106	(46)	43.4	5.56
Close to home	135	(39)	28.9	5.56
Off-campus courses	98	(25)	25.5	4.64
Quality of program	115	(21)	18.3	4.96
Quality of faculty	114	(10)	8.7	4.70
Relatively Inexpensive	114	(5)	4.4	4.28

*Frequency reason was ranked.
**Frequency reason was ranked first.

5.56 was the option, close to home. The expense of graduate school was not a major factor (4.4%).

Item number 8 was an open-ended question: What was the most negative aspect(s) of your experiences as a graduate student at Eastern? Since many of the respondents combined item 8 and item 9 (concerning recommend changes in classroom experiences), the statements were sorted by general factors and duplicated for distribution to appropriate departments. The factor most often mentioned by respondents was concerned with a need to improve the quality of classroom instruction. Several respondents stated that graduate students contributed too frequently to the content of classes and not enough faculty members were "giving of themselves" during discussions. Respondents were also in general agreement concerning a desire for an increase in graduate practicum and observation experiences.

Two major recommendations are suggested from the summary of the graduate, general questionnaire: (1) since the majority of graduates were undergraduates at Eastern, more information concerning these graduate programs should be distributed to them and (2) the faculty should discuss and perhaps develop a series of workshops concerning the differences between undergraduate and graduate instruction and how to plan for more observation and practicum experiences.

The second type of graduate follow-up instrument was concerned with proficiency rating, importance rank, and whether or not the graduates believed that specific objectives were acquired in their programs. The "Evaluation of Objectives" instruments were summarized by computing the mean rating for each objective and the percentage of yes responses. As can be seen in Figure 8 and 9, who were communication disorder graduates considered themselves least proficient in their ability to classify voice disorders (item 9). All items were considered to have been acquired by the 8 or 9 respondents. There was one "no" response by one graduate for item 8. Since several respondents either rated instead of ranking the importance of the objectives or omitted the ranking request, the ranks for importance were not tabulated. The instruments were distributed to the appropriate program coordinators, however, so the faculty were able to discuss possible uses of the evaluation data. Summary of evaluation of objectives for counseling, elementary education, and reading are also provided (Figures 9, 10, and 11).

The follow-up of advanced students presented previously does not include all information collected since individual faculty often conduct both formal and informal surveys. Dr. Thomas Beardsley, for example, surveyed a sample of 14 school systems in Kentucky and Indiana to identify responsibilities of our counseling graduates, the courses most relevant to their positions, and most valuable characteristics. This study conducted by Beardsley and Harris is summarized in the Spring-1982 edition of the Educational Review.

Figure 8

Graduate Program
EVALUATION OF OBJECTIVES
Communication Disorders

Please circle yes or no to indicate whether each of the following competencies was acquired in the designated program. In the space preceding each competency, write the number which you believe best represents your present level of proficiency.

Level of Proficiency

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

9 Respondents

Mean Proficiency Rating — The communication disorders teacher will be able: — Importance Rank

Percent Yes Responses

4.11 1 To implement and carry out evaluation and intervention plans with a wide variety of types of communication disorders. ____
100% YES NO

4.28 2 To write diagnostic and progress reports on each client seen. ____
100% YES NO

4.28 3 To administer at least one phonological test or analysis system and to compare it with other systems available. ____
100% YES NO

4.14 4 To apply phonological research to remediation of articulation disorders. ____
100% YES NO

3.71 5 To identify the theories of etiology of stuttering. ____
100% YES NO

3.14 6 To evaluate fluency disorders at all stages of development. ____
89% YES NO

3.42 7 To treat fluency disorders and select approaches for individual clients. ____
100% YES NO

3.42 8 To evaluate and treat the communication problems of an aphasic person. ____
89% YES NO

2.85 9 To classify voice disorders. ____
100% YES NO

3.28 10 To apply a variety of intervention procedures for use with phonation disorders. ____
100% YES NO

Please identify in rank order five of the competencies listed above which you feel contribute to your success in teaching.

Are there components which you feel should be added to the program. If so, please list them.

Figure 9

Graduate Program
EVALUATION OF OBJECTIVES
Counseling

Please circle yes or no to indicate whether each of the following competencies was acquired in the designated program. In the space preceding each competency, write the number which you believe best represents your present level of proficiency.

Level of Proficiency

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

12 Respondents

Mean Proficiency Rating		The school counselor will be able to:	Percent Yes Responses			Importance Rank
3.63	1	Implement effective counseling techniques based on established theory and practice.	92%	YES	NO	____
3.9	2	Provide counseling and guidance based on a general understanding of human growth and development.	92%	YES	NO	____
3.27	3	Administer, utilize and interpret test data based on understanding of educational and psychological measurement.	83%	YES	NO	____
4.0	4	Provide skills in group management based on an understanding of group processes.	83%	YES	NO	____
4.18	5	Demonstrate skill and effectiveness in promoting healthy interpersonal relationships.	100%	YES	NO	____
3.6	6	Manage career development programs relative to school curriculum, placement, and follow-up.	82%	YES	NO	____
3.8	7	Ability to identify and use occupational and educational information to assist students.	75%	YES	NO	____
3.8	8	Ability to identify and use referral agencies available to assist students.	67%	YES	NO	____
3.6	9	Ability to organize data and resources for student development.	91%	YES	NO	____
3.27	10	Ability to conduct and use educational research in school programs.	92%	YES	NO	____

Please identify in rank order five of the competencies listed above which you feel contribute most to your success in teaching.

Are there components which you feel should be added to the program? If so, please list them.

Figure 10

COMPETENCIES FOR TEACHING
In the Elementary School

Please circle yes or no to indicate whether each of the following competencies was acquired in the designated program. In the space preceding each competency, write the number which you believe best represents your present level of proficiency.

Scale For Rating Level of Proficiency

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

38 Respondents

Mean Proficiency Rating		As an elementary teacher you are able to:	Percent Yes Responses			Importance Rank
3.03	1	Apply sociological or philosophical principles that provide a foundation for curriculum.	89%	YES	NO	____
3.8	2	Apply theories of learning, child development, and psychological principles when planning instruction.	95%	YES	NO	____
3.28	3	Ability to critically evaluate and selectively use educational research.	92%	YES	NO	____
3.9	4	Ability to work with parents and communicate effectively in school-community settings.	78%	YES	NO	____
4.13	5	Ability to plan and conduct instruction in the content areas.	100%	YES	NO	____
4.30	6	Ability to plan and conduct instruction in the basic skill areas.	100%	YES	NO	____
3.6	7	Utilize a variety of organizational procedures appropriate for instructional activity.	95%	YES	NO	____
3.6	8	Utilize classroom management procedures effective for keeping children on task and maintaining control.	87%	YES	NO	____
3.9	9	Motivate students through a variety of reinforcement activities appropriate to students' characteristics.	92%	YES	NO	____
3.3	10	Participate in developing an identifiable program for self-improvement.	74%	YES	NO	____
2.08	11	Plan instruction for the bilingual and/or culturally different student.	44%	YES	NO	____
2.7	12	Coordinate the instructional program for the mainstreamed student.	63%	YES	NO	____

Please identify in rank order five of the competencies listed above which you feel contribute most to your success in teaching.

Are there components which you feel should be added to the program? If so, please list them.

Figure 11
EVALUATION OF OBJECTIVES
M.A. Ed.-Reading

Please circle yes or no to indicate whether each of the following competencies was acquired in the designated class. In the space preceding each competency, write the number which you believe best represents your present level of proficiency.

Level of Proficiency

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

4 Respondents

Mean Proficiency Rating		Ability to:	Percent Yes Responses			Importance Rank
3.5	1	Select activities appropriate for the development of specific readiness skills and develop a set of readiness exercises.	100%	YES	NO	___1
3.5	2	Develop an assessment instrument that would measure a child's level of competency in the word recognition skills.	100%	YES	NO	___2
4.25	3	Construct and utilize instructional materials for the teaching of each type of word attack skill.	100%	YES	NO	___3
4.75	4	Evaluate critically commercially prepared basic and supplementary materials.	100%	YES	NO	___4
4.75	5	Prepare selected independent activities to meet individual needs of children.	100%	YES	NO	___5
3.25	6	Match types of thought processes (or cognitive tasks) used in daily reading with classroom experiences which might be used when the skill needs special emphasis.	100%	YES	NO	___6
3.5	7	Match difficulties children encounter in comprehending material read with suggested specific steps for remediation.	100%	YES	NO	___7
4.0	8	Determine readability levels of reading material(s) encountered in the content area.	75%	YES	NO	___8
4.5	9	Teach information in textbooks and reference materials	100%	YES	NO	___9
4.5	10	Develop criteria and select children according to their needs for remedial instruction.	100%	YES	NO	___10

Please identify in rank order five of the competencies listed above which you feel contribute most to your success in teaching.

Are there components which you feel should be added to the course? If so, please list them.

Evaluative Seminars

Although a relatively high (73%) percentage of advanced-degree alumni returned completed follow-up questionnaires, we believe that more in-depth information can result from evaluative seminars. During the Fall-1983 semester, students attending campus, evening, graduate classes were homogeneously grouped by programs during their evening sessions. Seminars were conducted by program communicators, evening class professors and/or appropriate program advisors. Recorded discussions were concerned with the evaluation of program objectives. Three major questions were considered for each objective:

(1) Is the objective relevant to inservice application?
(2) To what extent was the objective met during your graduate program?
(3) What specific program modifications should Eastern make to assure attainment of the objective?

A summary of these seminars and some of the taped discussions are on file in the offices of the department chairs. The written reports, which are too lengthy to report here, cannot assess the affective value of the seminars. Both faculty and students seemed to appreciate the opportunities for developing a better understanding of our graduate programs. The results of a faculty survey to evaluate the effectiveness of the seminars is on file in the Office of Educational Research and Evaluation and will be described in the 1983-84 report.

6.2 AND G-6.2 EVALUATION OF RESULTS TO IMPROVE BASIC PROGRAMS

The effective application of evaluative information to improve the content of courses, the experiences related to teacher education, the motivation of faculty, and the overall quality of teacher education programs is dependent upon 4 major characteristics: (1) the comprehensive involvement of the faculty and staff in the entire evaluative process, (2) a specific structure that identifies the various evaluative units, (3) appropriate lines of communication that facilitate the flow of information from program objectives and the development and administration of evaluative procedures to those people and committees (administrative units) who can best utilize the results, and (4) a faculty and staff who are receptive to the critical analysis of evaluative information and willing to make changes whenever appropriate.

Although minor changes in methods and materials may result from a single source of information, major course and program modifications usually require evaluative information that had been confirmed by several sources over a relatively long period of time. Our instruments and procedures, therefore, are diversified. Whenever the validity of information is questionable, we attempt to provide additional opportunities for the collection of data. Since our faculty who must utilize evaluative information are also involved with the development of instruments and the collection of data through observations, interviews, and the administration of examinations, they often experience a growing awareness of needs over a period of time.

Committee Structure
for
Evaluation of Teacher Education Programs

The entire evaluative process was developed for the primary purpose of providing information useful for modification and improvement of programs. The structure of committees for evaluation of both basic and advanced programs is shown in Figure 12. Although the structure is shown as a hierarchy established for decision purposes, the communicators for courses and programs are the major ingredient in the total evaluative process.

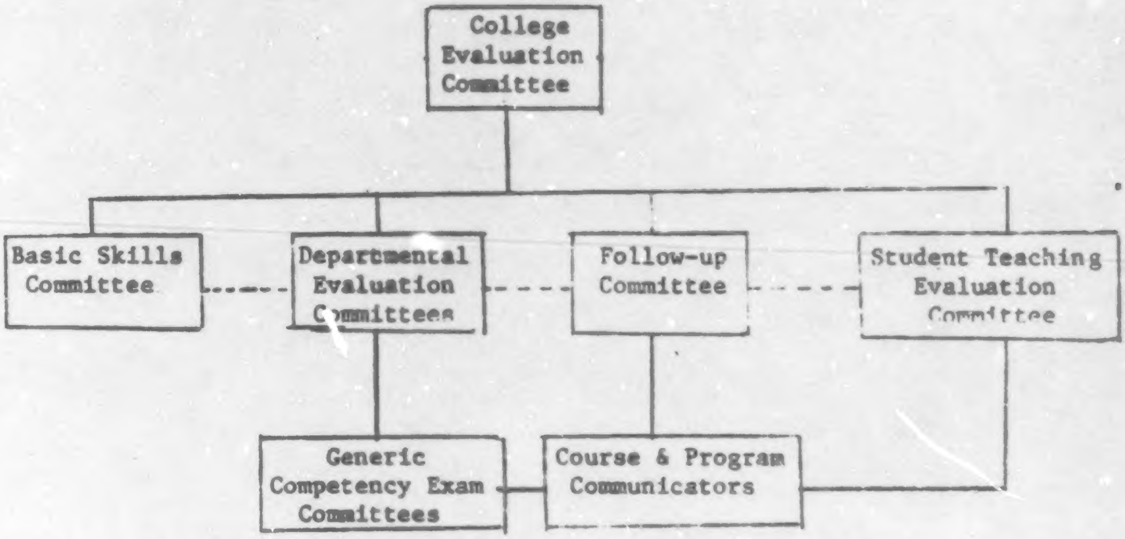
The title of communicator is considered to be a descriptive designation and not an administrative position. The major responsibility of the course communicators is to utilize information from the follow-up instruments and competency examination sections that are specific to their courses. Course communicators who coordinate evaluation for multiple section courses meet with the other instructors to arrive at group decisions. Course communicators provide input to the development of generic and program evaluative instruments and procedures. They also bring recommendations for program changes to the program communicators. Program communicators for secondary education programs have additional responsibilities of meeting with the appropriate campus academic department chairs to provide information and communicate suggestions for the modification of programs and/or evaluative procedures.

Generic Competency Examination Committees

Generic competency examinations are developed by two major committees. The generic competency examination for basic programs is generated from

Figure 12

Hierarchy of Evaluation Committees


College Evaluation Committee
Basic Skills Committee
Departmental Evaluation Committees
Follow-up Committee
Student Teaching Evaluation Committee
Generic Competency Exam Committees
Course & Program Communicators

those experiences common to all majors. Those common experiences would include the objectives concerned with learning theory, human development, and orientation to education. Committee members include at least one representative from the three College academic departments, a faculty member from the Model Laboratory School, and a student representative.

The four major areas evaluated by the advanced examination are designated as (1) educational research, (2) curricular-humanistic, (3) philosophical-historical-sociological, and (4) evaluative-psychological. The areas identified are not administrative units within the College but were so designated to parallel closely the masters degree core areas.

The committee for developing the Generic Competency Examination for advanced programs has at least one representative from each department, Model, and a student representative for each of the four test sections.

Basic Skills Committees

The Basic Skills Committee recommends basic skill tests, personality measures, and modification of the University's screening procedures and remedial experiences. This committee works closely with the Teacher Education Admissions Committee to make recommendations to the College Curriculum Committee. Since plans for remediation of any identified needs include the Departments of English, Mathematics, and the Learning Laboratory, representatives from those units are committee members.

Departmental Evaluation Committees

Each of the college's three academic administrative units has an evaluation committee. The departmental committees consider information from the variety of sources and integrate it for specific recommendations related to program modification.

Student Teaching Evaluation Committee

Development of instruments for use by cooperating teachers and supervisors of student teachers has been the major responsibility of the Student Teaching Evaluation Committee. They also modified the instruments for follow-up observation visits, provided input in the observation procedures, and disseminated information from the summary.

College Evaluation Committee

The College Evaluation Committee serves as the major coordinating and policy-making body for the entire evaluative process. Committee membership includes the chair of each committee identified previously, chairs and coordinators of the academic departments, college directors, representatives from the Model Laboratory School, and a student representative. Reports from various committees are brought to this committee for discussion and recommendations for modification and/or changes in the instruments, procedures, or policy concerned with evaluation of the College's programs.

Follow-up Committee

Instruments and procedures for following up graduates of both basic and advanced programs are developed by this committee. The committee identifies what information should be collected from our graduates according to our long-range plans, additions or modifications in programs, and needs of various College evaluation units.

Application of Evaluative Information

In order to provide specific lines of communication for assuring that evaluative information is received by those advisory and administrative units most responsible for program modification, the system shown in this communication was developed.

The Dean of the College of Education, as required by NCATE and other accreditation groups, is the person who has the authority and responsibility for the overall administration and coordination of the teacher-education programs. All information and recommendations are, therefore, inputed into his administrative unit for his disposition. As can be seen in Figure 13, the College's academic departments, the Department of Professional Laboratory Experiences, and the Follow-up Committee report information from the various evaluative instruments and make recommendations for program modifications and suggestions for changes in evaluative procedures directly to the Dean of the College. The Dean designates the appropriate committee or people to process the input. He may, for example, present a request for a change in follow-up procedures to the Follow-up Committee for study and request that committee to make recommendations to the College Evaluation Committee, shown as an advisory body to the central administrative unit. Appropriate suggestions for program modifications are routed from the academic departments to the College Curriculum Committee.

As indicated by the dotted lines, representing communication, specific information of concern to the campus academic departments may be communicated directly from the College's departments, from the Dean's office, or by way of the Teacher Education Committee.

The departmental evaluation committees serve as advisory and/or ad hoc committees at the discretion of the College's academic departments.

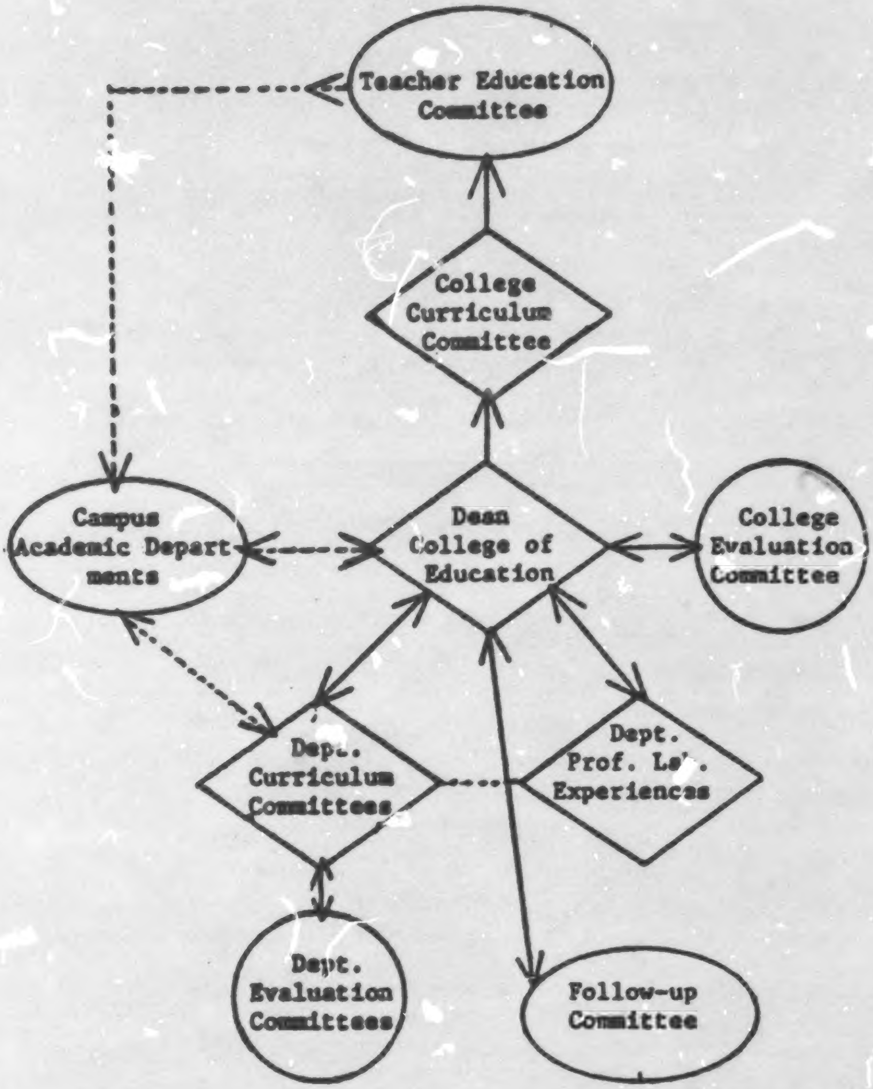

Teacher Education Committee
College Curriculum Committee
Campus Academic Departments
Dean College of Education
College Evaluation Committee
Dept. Curriculum Committees
Dept. Prof. Lab. Experiences
Dept. Evaluation Committees
Follow-up Committee

Figure 13

Relationships Between
Decision Units and Committees

Competency Exam Committees

Shown in Figure 14 is the function of the Competency Exam Committees. Those committees collect program objectives, develop competency examinations, and communicate results. They operate as cooperative units under the direction of the College's academic departments identified here as Department Curriculum Committees. Since the Generic Examination for advanced programs relates to objectives identified directly with the ACES and C & I Departments, those two departments, with input from other sources, develop the Generic Examination. Committees for special area tests may be developed within a particular department or in cooperation with a campus academic department. Figure 14, therefore, shows that competency exam committees originate from the College's Departmental Curriculum Committees. The exam committees develop competency examinations, which are administered and analyzed by the Office of Educational Research and Evaluation. The results of the competency exams are communicated to the departments where recommendations are made for program modifications, change in objectives, and/or revision of the tests.

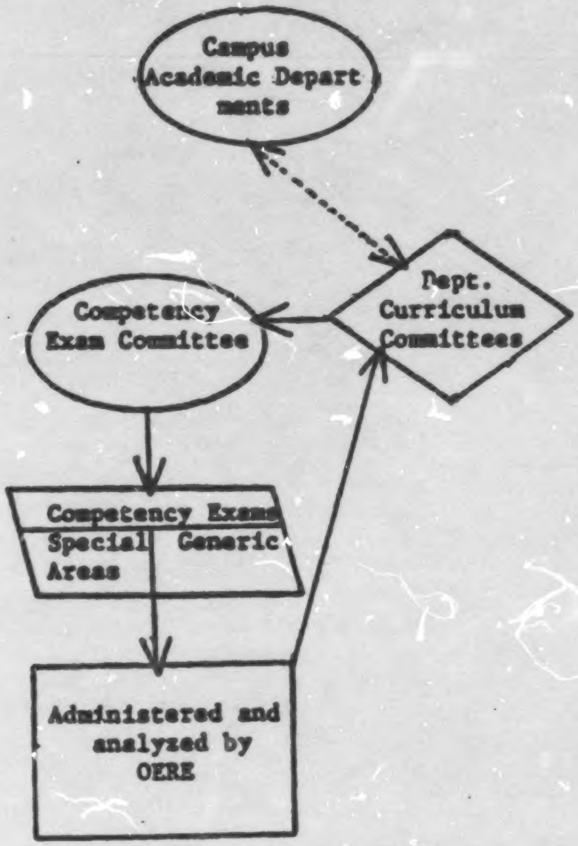

Campus
Academic Depart
ments
Dept.
Curriculum
Committees
Competency
Exam Committee
Competency Exams
Special Generic
Areas
Administered and
analyzed by
OERE

Figure 14

Functions of
Competency Exam Committees

Committees for Evaluation of Student Teaching and Follow-up of Graduates

Figure 15 indicates that both the Department of Professional Laboratory Experiences and the Follow-up Committee function directly from the Dean of the College. The Student-Teaching Evaluation Committee developed the instruments for observation visits to graduates of basic programs. The teacher observation instruments are coordinated with other follow-up instruments and procedures. Figure 16 shows that the various instruments and procedures used in the follow-up activities are coordinated by the Office of Educational Research and Evaluation. Results are communicated to the departments for their dispositions by way of the follow-up committee.

National Teachers Examination

The NTE is administered as a combined effort of the Office of Educational Research and Evaluation and the campus Office of Institutional Research. Academic departments, with the approval of the Dean, identify appropriate tests to be administered and who should be required to complete them. Figure 17 shows that the information from the NTE is directed to the College departments and the results are communicated to appropriate campus departments.

Summary

Figure 18 shows the relationship between units and indications of the flow of information from one function to another.

Although the Basic Skills Committee is shown at the beginning of this communication, its purpose is more related to admissions and is, therefore, not shown on the summary presented in Figure 18. However, since admission criteria greatly affect the quality of the teacher-education product, and thus the evaluation of graduates, data from the objective tests utilized for admission are stored in our data bank and reports generated.

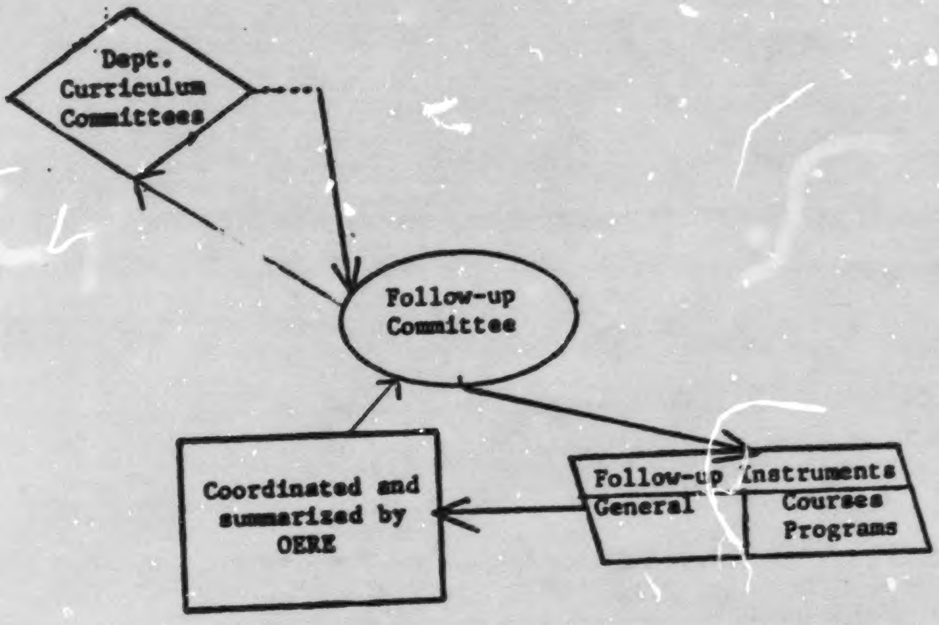

Dept.
Curriculum
Committees
Follow-up
Committee
Coordinated and
summarized by
OERE
Follow-up Instruments
General
Courses
Programs

Figure 15

Follow-up Information
Inputed to Departments

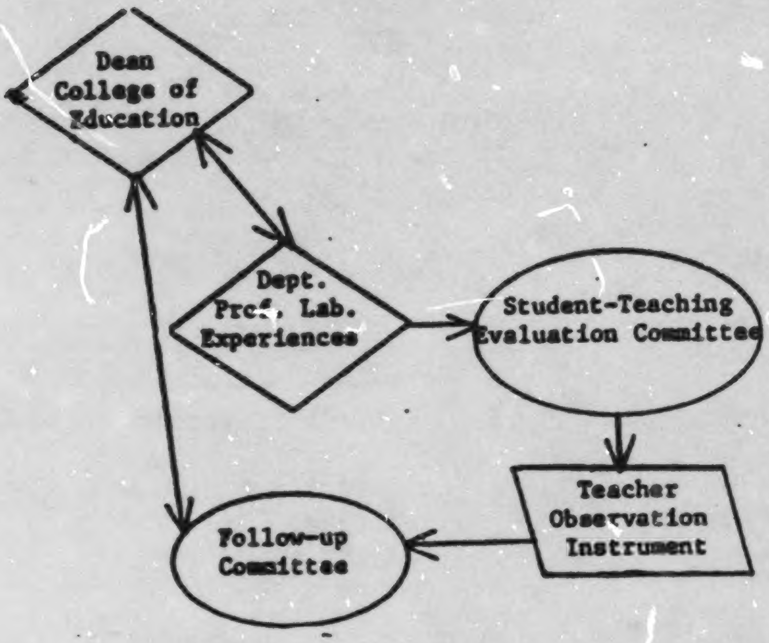

Dean
College of
Education
Dept.
Prof. Lab.
Experiences
Student-Teaching
Evaluation Committee
Teacher
Observation
Instrument
Follow-up
Committee

Figure 15

Relationship Between
Student-Teaching and
Follow-up Evaluation
Committees

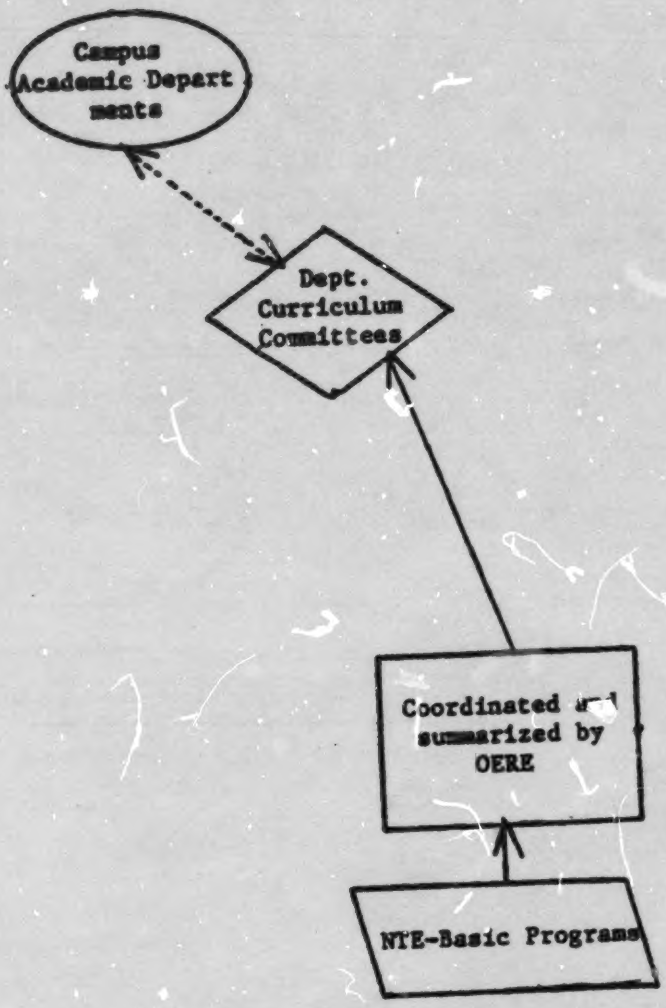

Campus Academic Departments
Dept. Curriculum Committees
Coordinated and summarized by OERE
NTE-Basic Programs

Figure 17

Input of NTE

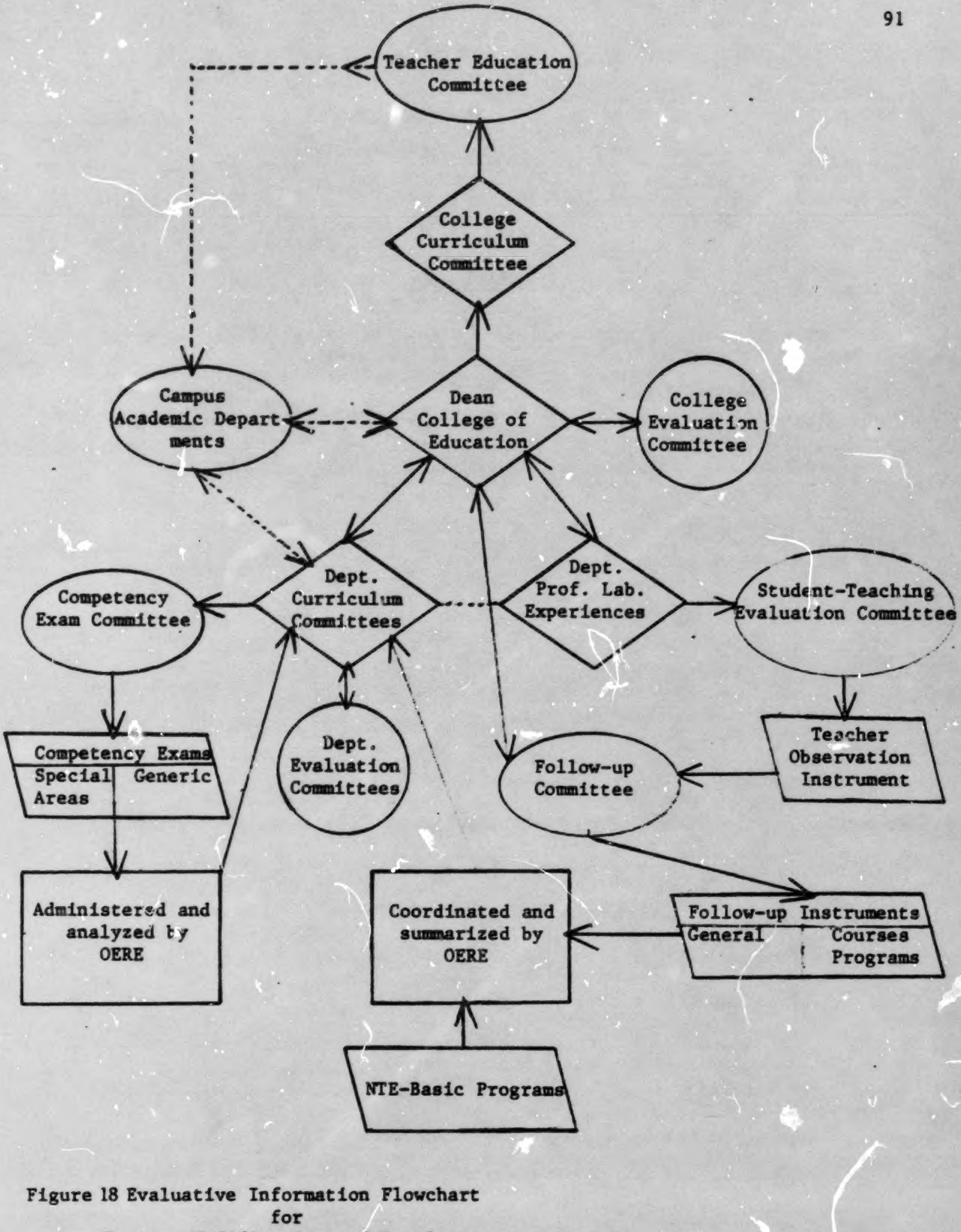

Teacher Education Committee
College Curriculum Committee
Campus Academic Departments
Dean College of Education
College Evaluation Committee
Competency Exam Committee
Dept. Curriculum Committees
Dept. Prof. Lab. Experiences
Student-Teaching Evaluation Committee
Competency Exams
Special Areas
Generic
Dept. Evaluation Committees
Follow-up Committee
Teacher Observation Instrument
Administered and analyzed by OERE
Coordinated and summarized by OERE
Follow-up Instruments
General
Courses Programs
NTE-Basic Programs

Figure 18 Evaluative Information Flowchart
for
Program Modification and Development

6.3 AND G-6.3 LONG RANGE PLANNING

Long-range planning through needs assessment and plans for future developments are conducted at the university, college, and academic/administrative unit levels. The University mission and the relationship of institutional goals, unit goals, unit planning goals, unit operational objectives, and unit action plans are revised and updated every five-years. The present revision for 1984/89 was completed by the University units on January 4, 1984. The 14 institutional goals provide the bases for developing goals at the college level.

The College of Education identified the following purposes in relation to the University's mission plan: (1) to provide courses of study for academic majors in education, including certification programs for teachers and other supporting school personnel, and programs for related human services personnel; (2) to provide the academic and field experiences necessary for students to function effectively in a culturally diverse society; (3) to provide academic and field experiences in preparing teachers to insure that all children receive their education in the least restrictive setting; (4) to provide a program of academic advising for students majoring in programs within the college; (5) to cooperate with the other colleges in the programs of students in teacher certification programs; (6) to encourage the development of interdisciplinary programs/courses, both inter- and intra- college in nature; (7) to encourage the improvement of the teaching-learning relationship through improvement of instruction, utilization of available resources, and through academic program review and evaluation; (8) to serve the community and region by working cooperatively with their school systems; and (9) to engage in research to advance knowledge and enhance the primary function of instruction.

Following identification of the College's purposes/goals, each administrative/academic unit identified unit goals and specific unit planning goals that included proposed schedules for implementations. Action plans were developed according to the implementation schedules with the major person identified who was responsible for achieving the goal. Impact of the objective on resources and estimated cost of additional personnel, facilities, and materials needed for implementation was projected for the 5 year period.

All of the College of Education's faculty were involved in the developing of objectives and other aspects concerned with their unit's long-range planning. Copies of the manuscripts concerned with the College's five-year projection are on file in the Office of the Associate Dean.

Computer Literacy Plans

Since our society has indicated a need for computer literacy at all levels of education, we felt that a specific five-year plan for the purchase and utilization of computers was needed. In 1980, therefore, long-range plans were developed for that purpose. The plans have been up-dated each year as the magnitude of needs has grown. Each College unit identified projected computer needs and established priorities for purchasing, making program changes, and remodeling facilities.

A summary of the computer needs for the College of Education indicates that every academic department expects its undergraduate and graduate students to develop at least functional levels of computer literacy. In addition to functional literacy, many preservice and inservice educators will need to develop extensive knowledge of computers and computer applications. In many instances, teachers must organize computer related experiences for children who may have already developed a higher level of computer sophistication than the majority of the educators in the school system. In addition to workshops for faculty, inservice training for area educators, undergraduate and graduate computer courses, our five-year plans include needs for record systems, test profile reports, research, and word processing.

Long-Range Planning for Evaluation

As described in the Introduction to section 6.0, the College of Education began developing long-range plans for evaluation in 1976 when a College committee was appointed to recommend a program to the Teacher Education Committee. In December of 1976 an ad hoc committee of the College of Education met with Dr. Charles Johnson, a widely known authority concerning behavioral objectives and evaluation of teacher education programs.

Following the two days of meetings with Dr. Johnson, the ad hoc committee compiled a comprehensive system for evaluation, which was reviewed by the College faculty. Since that time, we have developed instruments and evaluative procedures, organized committees, and have attempted to formalize the overall organization into the comprehensive system presented earlier in this report.

An outline of the program which was recommended, approved by the Teacher Education Committee, and implemented in the fall of 1977 is shown in Figure 19. The outline shows that the collection of data begins with Pre-University Entrance information and continues through possible completion of advanced programs and follow-up studies. An extensive data bank was established in 1980 to enable us to organize statistics and compile evaluative information that have proven valuable when considering program modifications.

Figure 19

Outline of Evaluation Sequences

PROGRAM/PRODUCT	METHOD OF EVALUATION
1.00 Pre-University Entrance	1.11 ACT Scores
1.11 Application for Entrance to EKU	1.12 High School Graduation
2.00 Lower Division	
2.1 EDF 102	2.11 Psychological/Personality Tests
	2.12 Basic Skills Tests (reading, writing, math, etc.) A minimum level must be attained before admitted to the teacher education program.
	2.13 Speech and Hearing Evaluation
2.2 EDF 202/300	
2.21 Admission to Teacher Education	2.211 GPA of 2.25
	2.212 Biography
	2.213 Four Faculty Recommendations
	2.214 Complete 12 hours of on-campus residence credit at Eastern prior to admission to the Teacher Education Program.
	2.215 No evidence of physical or psychological impairments that would preclude teaching success.
	2.216 Accumulate a satisfactory record of acceptable social behavior in the University and the Community at large.
3.0 Upper Division	
3.1 EDF 317	
3.2 EDF 318	
3.3 Methods	

PROGRAM/PRODUCT	METHOD OF EVALUATION
3.5 Program Evaluation (End of Fundamentals)	3.51 Common Generic Competencies Exam. (College)
	3.52 Specific Program Competencies Exam. (Department)
	3.53 Retest of a sample (see 2.11 and 2.12).
	3.54 NTE required for all enrolled in teaching programs. Subtests recommended for areas. (GRE available at student's option and expense.)
3.6 Student Teaching	3.61 Student Teaching Evaluation.
3.7 Product Evaluation	3.71 Follow-up questionnaire to all graduates of undergraduate teaching programs to be sent in February or March following graduation.
	3.72 Sample follow-up for broader study.
	3.721 Self-Evaluation In-Service
	3.722 Administrator/Supervisor Evaluation.
	3.73 Sample follow-up during third year after graduation.
4.0 Masters Degree	
4.1 Admission to the Graduate School	4.11 Completion of a baccalaureate degree from an accredited four-year institution.
	4.12 Undergraduate GPA of 2.4.
	4.13 GRE.
4.2 Admission to Candidacy	4.21 GPA of minimum of 3.0.
	4.22 Recommendation from Departmental Admission Committee.
4.3 Program Evaluation	4.31 Common Generic Competency Exam. (Standardized College)
	4.32 Specific Program Competency Exam. (Department)
	4.33 Comprehensive Exam.

PROGRAM/PRODUCT	METHOD OF EVALUATION
3.4 Admission to Student Teaching	3.41 Admission to the Teacher Education Program
	3.411 Filed an application during the first four weeks of the semester prior to the term in which student teaching is desired. Any application filed is evaluated and processed for approval or disapproval.
	3.412 A valid medical examination including a current tuberculosis test. Any significant deviation from normal physical and psychological well-being will be referred to a proper examining physician.
	3.413 Behavior that relates to the moral, social, and personal standards of professional competency. The student's comportment will be subject to review and appraisal by the department responsible for the student teaching recommendation and the College of Educati
	3.414 Each student applying must complete a curriculum contract and file it with the Dean, College of Education, prior to final approval for student teaching.
	3.415 Successfully complete all prerequisites in professional education and pre-student teaching curricula in the applicant's area as prescribed by the current catalog.
	3.416 Recommended by the student's advisor and approved by the departmental chair.
	3.417 Standing of at least 2.25* grade-point average based on hours major/minor and overall program.
	3.418 Successful completion of EDF 102 and a grade of C or above in EDF 202/300, EDF 317, EPY 318, ESE 498 and/or ELE 498 and SED 498.
	3.419 A grade of C or above in required special education courses for special education majors.

---

* Effective Fall 1984 will be 2.5 GPA.

PROGRAM/PRODUCT	METHOD OF EVALUATION
4.4 Product Evaluation	4.41 Follow-up questionnaire to all graduates.
	4.42 Evaluation of Program Objectives.
	4.421 Rating Scale.
	4.422 Evaluative Seminar.
5.0 Specialist Degrees	
5.1 Admission to Graduate School	5.11 Completion of masters degree from an accredited college or university.
	5.12 GRE at required level, 2.5 UGPA.
5.2 Admission to Candidacy	5.2 GPA of 3.3 or above on all work toward the Ed.S.
5.3 Specialist Project	5.3 Oral examination and defense of project.
5.4 Program Evaluation	5.41 Common Generic Competency Exam.
	5.42 Specific Program Competency Exam.
5.5 Product Evaluation	5.51 Follow-up questionnaire for all graduates.
	5.52 Evaluative Seminar.

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Appendix A

Admission Test Schedule

MEMORANDUM

TO: EDF 102-300 Students

FROM: Robert L. Byrne, Director
Robert W. Grise, Coordinator, Ed. Foundations

SUBJECT: Basic Skill Personality Tests

DATE: Fall-1983

A major aspect of your EDF 102-300 experiences is the requirement concerned with completing all of your basic skills and personality tests. The Office of Educational Research and Evaluation (OERE) is responsible for administering, scoring, and recording the tests listed below. You will need to schedule yourself for one of the out-of-class times listed below for each of the three test sessions.

If illness or class-work schedules should prevent you from attending any of the three sessions, please contact OERE (Combs 433) immediately to arrange a make-up session.

All regularly scheduled test sessions require approximately 2 hours, and are held in the Grise room, which is located on the first floor of the Combs Classroom Building. Since pencils and scrap paper are provided, bring only yourself and your ID card.

Students Record
Basic Skill and Personality Tests

Session Dates and Time	Test	Completion Time	Date Taken
September 7 6 PM	Reading Comprehension	30 min,	
or	Reading Vocabulary	20 min.	
September 8 3:30 PM	Personality Screening Inventory	15 min.	
September 21 6 PM	English	30 min.	
or			
September 15 3:30 PM	Mathematics	40 min.	
September 28 6 PM	Minnesota Multiphasic Personality Inventory	2 hrs.	
or			
September 22 3:30 PM			

Appendix B

Confirmation
of
Interview Requested

Name ______________________ S.S.# _____ ___ _____ Date ____________

This is to verify that the above student requested an interview at the Counseling Center. It is the obligation of the student to have this form signed by an appropriate person at the Center and returned by the student to the Office of Educational Research and Evaluation, Combs 433.

Signature from Counseling Center ____________________________

Date ____________________________

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Appendix C

UNIVERSITY SUPERVISOR
RATING SCALES FOR STUDENT TEACHERS

Please rate each student teacher on the 10 point scales. Values 1,2,3 represent low, 4,5,6,7 middle, and 8,9,10 High.

Name	Soc. Sec. #	*Cert. #	Humanistic	Organization	Knowledge	Teaching	Total	Time**
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-456718910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		
			123-4567-8910	123-4567-8910	123-4567-8910	123-4567-8910		

*Certification number of area being rated (see list)
**1 First half, 2 second half, 3 full time

Appendix D
Use of Objective Data
from
Questionnaires and Competency Exams

Questionnaire

1. Mean ratings for each objective should be reviewed to identify which ones are relatively the lowest.
2. List those objectives on the summary form and identify what action should be taken to improve their development.
3. Meet with appropriate individuals to discuss possible curriculum changes, materials ordered, etc.
4. Summarize disposition on bottom of report form. Give copy to department chair and copy to Office of Educational Research and Evaluation for NCATE report and any recommended changes in evaluation instrument.

Competency Exam Item Analysis

1. Percentage of correct responses (difficulty index) is given for those test items missed by more than 40 percent of the upper and lower third of the group (index may not be valid for less than 10 students).
2. Identify content of the item and recommend action.
3. Follow 2 and 4 above.

Appendix E
Action Plan
Program Objectives
Competency Exam Item Analysis

Name of Course or Program ______________________ **Implemental Faculty** ______________________

Communicator:

Please discuss with appropriate faculty/students each objective identified below and recommend appropriate action to correct relatively low mean ratings/difficulty index.

Please return summary copy to OERE.

			Recommended Appropriate Action				
Item	Mean Rating	Content	D	C	M	E	Other

D - Drop Objective From Program
C - Change Wording of Objective/Item
M - Materials to be Ordered
E - Emphasize Content More
O - Other, please identify

Appendix F

EVALUATION COMMITTEES

Advanced Programs-Generic Competency Examination Committee

Robert Grise (Committee Chair)

Research Area	Curricular-Humanistic	Philosiphical-Historic.-Socio.	Evaluative-Psychological
Kenneth Clawson*	Willard McHone*	William McKenney*	Larry Sexton*
Robert Byrne	Bruce Bonar	Jean Andrews	John Anglin
Charles Gibson	Esther Leung	Nancy Daniel	Margaret Graham
Sally Terango	Robert Miller	Adrianna Francis	Donald Mills
Ernest White	Alfred Morris	Bonnie Hume	Patricia Nelson
Margo Wilson	Joe Wise	James Stull	John Thomas
Jennifer Combs**	Trish Cummins**	Delsie Jenkins**	Bo McCreary**

*Co-Chair for Exam Section

**Student Representative

Basic Programs-Generic Competency Examination Committee

Donald Mills*
Thomas Collins
Roy Meckler
Elmo Moretz

James Stull
Bruce Bonar
James Combs**

*Committee Chair

**Student Representative

Basic Skills
Personality Committee

Glynn Creamer (Committee Chair, Director-Student Services)

J. Linward Doak (Associate Dean-College of Education)

Robert Byrne (Director-Office of Educational Research and Evaluation)

John Anglin (Educational Measurement)

Ernest White (Chair-Administration, Counseling, and Educational Studies)

Robert Grise (Coordinator-Foundations Area)

Imogene Ramsey (Chair-Curriculum and Instruction)

Larry Sexton (Counseling Interest)

Kelly Thompson (Coordinator-Elementary Education)

Charles Whitaker (English Interest)

Jo Lane (Mathematics Interest)

Ronald Schmelzer (Director-Learning Laboratory)

Qaisar Sultana (Chair-Special Education)

Patricia Nelson (Special Education Interests)

Timothy Byrns (Undergraduate Student)

Student Teaching Evaluation Committee

David Rush (Committee Chair, Director-Professional Laboratory Experiences)
Adrianna Francis (Committee Co-Chair, Elementary Education Interests)
Judith Cunningham (Secondary Languages Interests)
Willard T. McHone (Secondary Coordinator-Department of C & I)
Gloria Carr (Special Education Interests)

Follow-up Committee

J. Linward Doak (Committee Chair, Associate Dean)
Robert L. Byrne (Director-Office of Educational Research and Evaluation)
Imogene Ramsey (Chair-Department of Curriculum and Instruction)
Qaisar Sultana (Chair-Department of Special Education)
Ernest White (Chair-Department of Administration, Counseling & Educational Studies)
Art S. Harvey (Assistant Director-Career Development and Placement)

Academic Departments Evaluation Committees

Administration, Counseling and Educational Studies

Ernest White (Committee Chair, Chair-Administration, Counseling and Educational Studies)
Thomas Beardsley (Coordinator-Counseling and Rehabilitation)
Kenneth Clawson (Research Interest)
Robert Grise (Coordinator-Foundations)
Walter Marcum (Coordinator-Administration)
Donald Mills (Undergraduate Generic Examination Interest)
Connie Sipple (Student Representative)

Curriculum and Instruction

Shirley Byrne (Committee Chair)
Nancy Harp (Early Childhood Interest)
Shirley Deane (Evaluation Interest)
Juanita Phillips (Library Science Interest)
John Thomas (Industrial Education Interest)
Kelly Thompson (Coordinator-Education)
Jean Surplus (Music Interest)
Leonard Widener (Social Sciences Interest)
Dahlia Haas (Student Representative)

Special Education

Esther Leung (Committee Chair, Mentally Handicapped Interest)
Qaisar Sultana (Chair-Department of Special Education)
Jean Andrews (Hearing Impaired Interest)
Julie Bolling (Communication Disorders Interest)
Roy Meckler (Coordinator-Special Education)
Patricia Nelson (Mentally Handicapped Interest)
Margo Kincer (Student Representative)

Program Communicators for
Advanced Competency Examinations

Examination	Communicator
Art	Willard T. McHone
Biology	Betty Stoess
Business	Ruth McCann
Chemistry	Betty Stoess
Counseling	Thomas Beardsley
Counseling-Psychometry	Larry Sexton
Earth Science	Betty Stoess
Early Childhood	Nancy Harp
Elementary Education - MA	Kelly Thompson
Elementary Education - EDS	Imogene Ramsey
English	Judith Cunningham
Foreign Language	Judith Cunningham
General Science	Betty Stoess
Health-School	Leslie Ramsdell
History	Leonard Widener
Home Economics	Carol Gabbard
Industrial Arts	John Thomas
Library Science	Juanita Phillips
Mathematics	Glynn Creamer
Music - MA Ed.	Jean Surplus
Music - MME	Jean Surplus
Physical Education - MA	Dorothy Kirkpatrick
Physical Education - EDS	Dorothy Kirkpatrick
Physics	Betty Stoess
Political Science	Leonard Widener
Reading - Elementary	Roberta Hendricks
Reading - Secondary	Judith Cunningham
Sociology	Leonard Widener
Special Ed. - Com. Dis.	Margo Wilson
Special Ed. - TMH	Patricia Nelson
Special Ed. - H.I.	Jon Green
Special Ed. - LBD	Ray Meckler

Evaluation
Program and Examination
Undergraduate Communicators

Program/Examination	Communicator
Generic-Basic	Donald Mills
Generic-Graduate	Robert Grise
Secondary Fundamentals	Willard T. McHone
Elementary Fundamentals	Adrianna Francis
Art-Content	Juanita Todd
Art-Methods	Willard T. McHone
Business-Common Areas	Alfred Patrick
Business-General	Ruth McCann
Business-Secretarial	Alfred Patrick
Business-Shorthand Methods	Alfred Patrick
Biology-Content	Robert Creek
Biology-Methods	Betty Stoess
Computer Science	Donald Greenwell
Earth Science	Donald Greenwell
Economics	William R. Morrow
Elementary-Reading	Mabel Jennings
Elementary Ed.-Content	Kelly Thompson
Elementary Ed. Early Child.	Nancy Harp
English-Methods	Judy Cunningham
Foreign Language Methods	Judy Cunningham
French-Content	Rebecca King
Geography-Content	Ronald Marionneaux
German-Content	Rebecca King
History-Content	R. F. Forderhase
History-Methods	Leonard Widener
Home Economics-Content	Margarita Blackwell
Home Economics-Methods	Carol Gabbard
Industrial Arts-Content	Roger Prewitt
Industrial Arts-Methods	John Thomas
Library Science-Content	Juanita Phillips
Mathematics-Content	Marijo Levan
Mathematics-Methods	Glynn Creamer
Music Education-General	Jean Surplus
Music Theory and Applied	John Lawson
Physical Education	Agnes Chrietzberg
Physics-Content	Ted George
Political Science-Content	Terry Busson
Psychology-Content	Robert Adams
Social Studies-Methods	Leonard Widener
Sociology-Content	Vance Wisenbaker
Spanish-Content	Rebecca King
Special Education-EMH	Patricia Nelson
Special Ed. Hearing Imp.	Jon Green
Special Ed. Commun. Dis.	Julie Bolling
Special Education-TMH	Patricia Nelson
Special Education-LBD	Esther Leung
Speech-Content	Richard Benson
Speech-Methods	Richard Benson

College Committee for Educational Research and Evaluation

Dixon A. Barr (Committee Chair, Dean-College of Education)
J. Linward Doak (Committee Co-Chair, Associate Dean-College of Education)
Robert Byrne (Committee Co-Chair, Director-Educational Research and Evaluation)
Glynn Creamer (Director-Student Services)
David Rush (Director-Professional Laboratory Experiences)
William Thames (Director-Field Services and Professional Development)
Imogene Ramsey (Chair-Department of Curriculum and Instruction)
Kelly Thompson (Coordinator-Elementary Education)
Willard T. McHone (Coordinator-Secondary Education)
Shirley Byrne (Committee Chair, Curriculum and Instruction Evaluation Committee)
Ernest White (Chair, Department of Administration, Counseling and Educational Studies)
Thomas Beardsley (Coordinator-Counseling and Rehabilitation)
Robert Grise (Coordinator-Foundations)
Walter Marcum (Coordinator-Administration)
Qaisar Sultana (Chair-Department of Special Education)
Roy Meckler (Coordinator-Special Education)
Margo Wilson (Coordinator-Special Education)
Esther Leung (Committee Chair, Special Education Evaluation Committee)
Stephen Henderson (Director-Model Laboratory School)
Bruce Boner (Assistant Director-Model Laboratory School)
Adrianna Francis (Committee Chair, Student Teaching Evaluation Committee)
Louetta Wilson (Graduate Student Representative)